

# NORTH CAROLINA PUBLIC SCHOOLS

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ENNIAL REPORT PART 1 1948-1950



The following parts of the Biennial Report of the State Superintendent of Public Instruction are issued:

Part I—Summary and Recommendations

Part II—Statistical Report, 1948-49

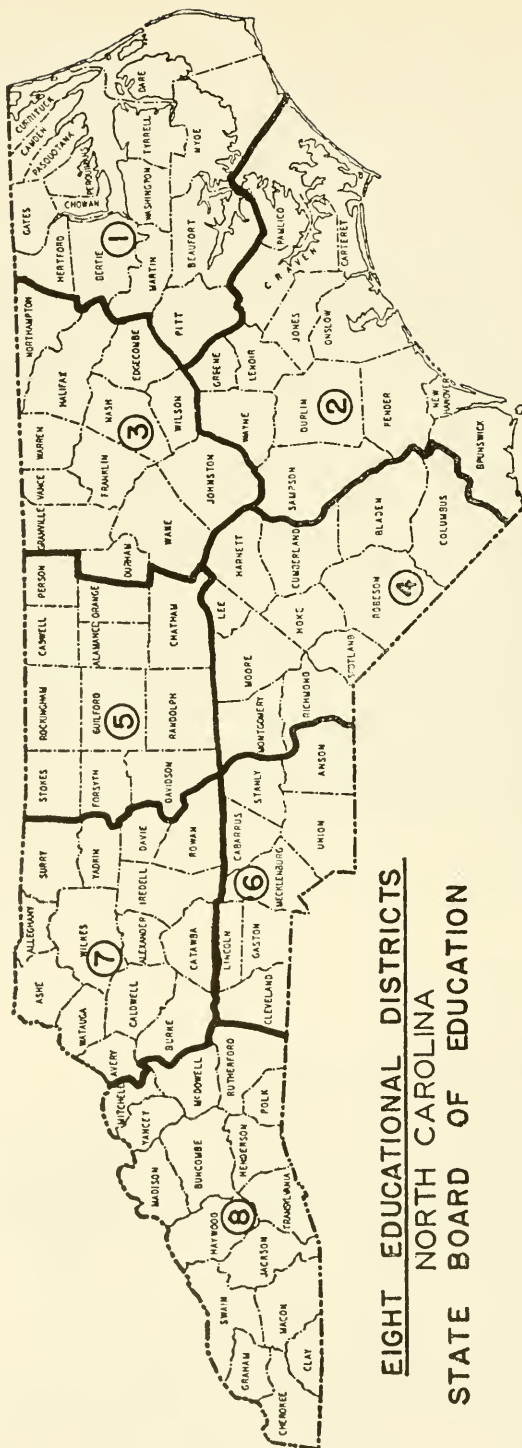
Part III—Statistical Report, 1949-50

**BIENNIAL REPORT OF  
THE SUPERINTENDENT OF  
PUBLIC INSTRUCTION  
OF NORTH CAROLINA  
FOR THE SCHOLASTIC YEARS  
1948-1949 AND 1949-1950**

**PART ONE  
SUMMARY AND RECOMMENDATIONS**

**ISSUED BY THE  
STATE SUPERINTENDENT  
OF PUBLIC INSTRUCTION  
RALEIGH, NORTH CAROLINA**





**EIGHT EDUCATIONAL DISTRICTS**  
**NORTH CAROLINA**  
**STATE BOARD OF EDUCATION**



## LETTER OF TRANSMITTAL

STATE BOARD OF EDUCATION  
SUPERINTENDENT OF PUBLIC INSTRUCTION  
RALEIGH, NORTH CAROLINA

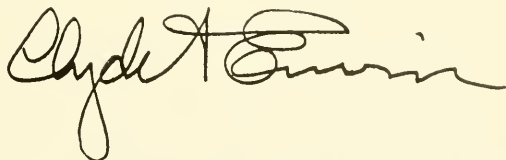
December 1, 1950

*To His Excellency, W. KERR SCOTT, Governor*  
AND MEMBERS OF THE GENERAL ASSEMBLY OF 1951

SIRS:

In accordance with State law, I am submitting the Biennial Report of the Superintendent of Public Instruction for the biennium ending June 30, 1950. This Report includes a summary of the many phases of the public school system of the State for recent years. It also includes my recommendations for the further improvement of the State's public school system during the ensuing biennium.

Respectfully submitted,

A handwritten signature in dark ink, appearing to read "Clyde A. Evers". The signature is fluid and cursive, with a large, stylized initial "C" and a long, sweeping underline.

*State Superintendent of Public Instruction*

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## STATE ADMINISTRATION<sup>1</sup>

### The State Board of Education

The Constitution of North Carolina, as amended in 1945, provides for a State Board of Education<sup>2</sup> composed of a membership of 13 persons, as follows: (a) three ex-officio members including the Lieutenant Governor, elected as chairman by the board, the State Treasurer, and the Superintendent of Public Instruction as ex-officio secretary; and (b) ten members appointed by the Governor and confirmed by the General Assembly in joint session, with two appointed from the State at large and one appointed from each of eight educational districts as determined by the General Assembly. Appointments, subsequent to the first one, are made every two years for overlapping terms of eight years, in a 3-2-3-2 order. "The per diem and expenses of the appointive members shall be provided by the General Assembly."

*Powers and Duties.* The Constitution specifies that the State Board shall have the following powers and duties: It shall "succeed to all powers and trusts of the President and Directors of the Literary Fund and the State Board of Education as heretofore constituted." Also it shall have the power to "divide the State into a convenient number of school districts," . . . "regulate the grade, salary and qualifications of teachers," . . . "provide for the selection and adoption of the textbooks to be used in the public schools," . . . "generally to supervise and administer the free public school system of the State and make all needful rules and regulations in relation thereto."

More specifically, the State Board is empowered to (a) administer the State appropriations for instructional services; instructional materials such as textbooks and libraries, plant operation, vocational education, transportation, and other operational costs; (b) make rules and regulations for teachers certification; (c) make rules and regulations on census and attendance; (d) devise financial records and reports; (e) approve powers for local ad-

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<sup>1</sup>Excerpts from *Education in North Carolina, Today and Tomorrow*. A Report of the State Education Commission, 1948. Although this section of this Report was printed in the 1946-48 Report, it is being revised and reprinted since there is continued calls for such information.

<sup>2</sup>The Constitution of North Carolina, Article IX, Sections Eight and Nine, 1945.

ministrative units' action; (f) manage the State's permanent school fund; (g) determine the school centers and attendance areas; and (h) administer federal funds for vocational education.

The Board is clothed with authority to make all rules and regulations necessary to carry out the purpose and intent of the law. The Board elects its chairman and vice-chairman.

In accordance with the law, regular Board meetings are held each month. Special meetings may be called by the secretary with the approval of the chairman. A majority of the Board constitutes a quorum for the transaction of business.

### **State Superintendent of Public Instruction**

The Constitution also provides for a State Superintendent of Public Instruction who "shall be the administrative head of the public school system and shall be secretary of the Board."<sup>3</sup> He is elected by popular vote for a term of four years. He serves as a member of the Council of State, as an ex-officio member of the State Board of Education, as ex-officio chairman of the Board of Trustees of East Carolina Teachers College, and as an ex-officio member of the Board of Trustees of the Greater University of North Carolina.

*Powers and Duties.*<sup>4</sup> As an elected State official, the law sets forth a number of general duties of which three are "to look after the school interests of the State and to report biennially to the Governor at least five days previous to each regular session of the General Assembly; to direct the operations of the public schools and enforce the laws and regulations thereto; to acquaint himself with the peculiar educational wants of the several sections of the State and to take all proper means to supply such wants by council with local school authorities, by lectures before teachers' institutes, and by addresses before public assembly relating to public school and public school work."

The State Superintendent is authorized, in addition to the aforementioned general duties, to perform such specific duties as approving a program of studies for standard high schools, preparing a course of study for the elementary schools, approving plans for school buildings, and serving as executive officer of the State Board with regard to vocational education.

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<sup>3</sup>The Constitution of North Carolina, Article IX, Sections Eight and Nine, 1945.

<sup>4</sup>Public School Laws, 1943, Paragraph 115-128.

## Relationships at the State Level

In implementing Sections 8 and 9 of Article IX of the Constitution relating to State educational organization, the General Assembly stated that one purpose of its Act<sup>5</sup> of 1945 was "to define and clarify the duties and responsibilities of the State Board of Education and the State Superintendent of Public Instruction in connection with the handling of fiscal affairs of the Board and such other duties and responsibilities as set forth in this Act."

*Division of Functions of State Board.* The act emphasizes that the State Board of Education is to be the central educational authority and, as such, is responsible for planning and promoting the educational system. At the same time, Section 5 of this act states that the duties of the Board are to be divided into two separate functions as follows: (a) "Those relating to the supervision and administration of the public school system, of which the Superintendent shall be the administrative head, except as they relate to the supervision and management of the fiscal affairs of the Board;" and (b) "Those relating to the supervision and administration of the fiscal affairs of the public school fund committed to the administration of the State Board of Education, of which the Controller shall have supervision and management."

*Secretary of Board.* Section 8 of this act prescribes the duties of the State Superintendent as secretary of the Board. Four of the ten enumerated duties are:

"1. To organize and administer a Department of Public Instruction for the execution of instructional policies established by the Board.

"2. To keep the Board informed regarding development in the field of public education.

"3. To make recommendations to the Board with regard to the problems and needs of education in North Carolina.

"4. To make available to the public schools a continuous program of comprehensive supervisory service."

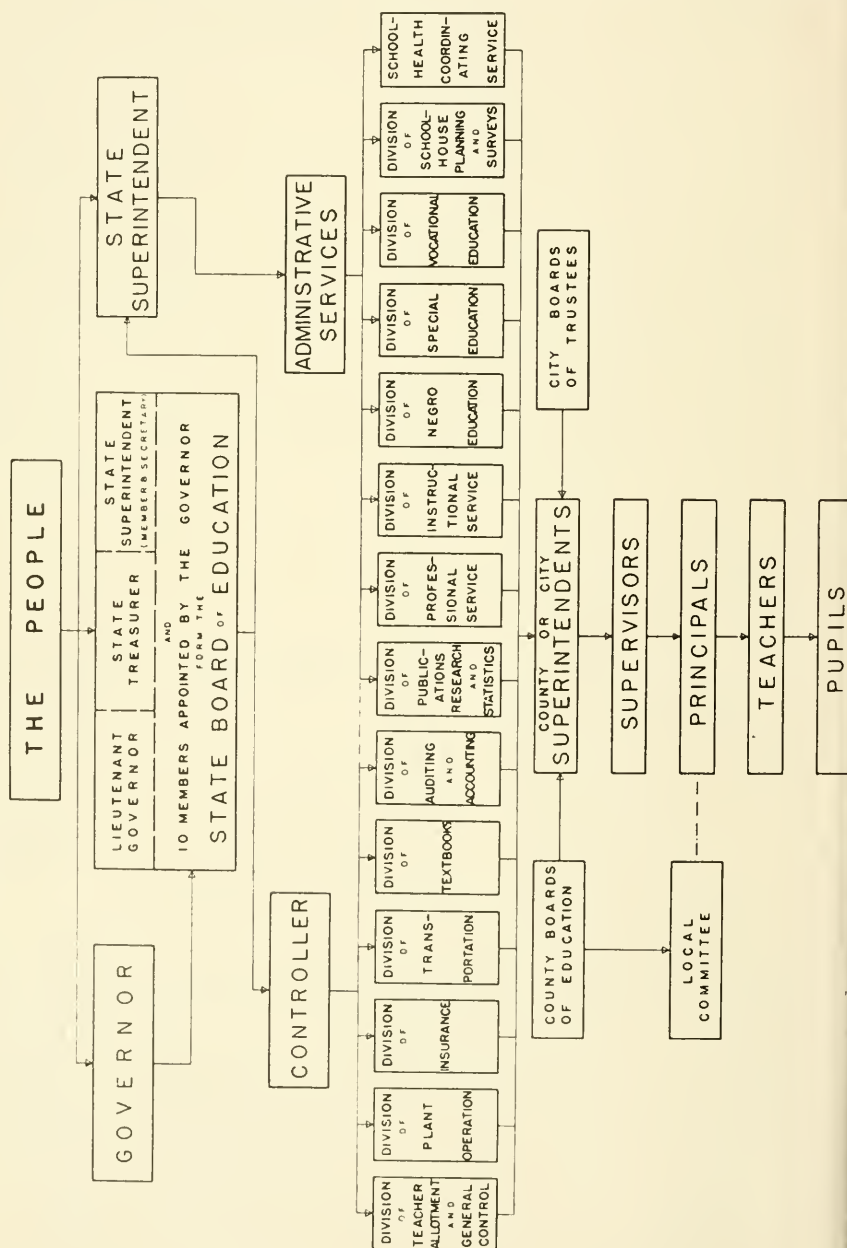
*Controller.* Section 4 of this act provides for the appointment of the Controller by the Board, subject to the approval of the Governor. Section 9 states that "the Controller is constituted the executive administrator of the Board in the supervision and management of the fiscal affairs of the Board." This section then de-

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<sup>5</sup>Public Laws, 1945, Chapter 530.

finances the fiscal affairs of the Board, thereby pointing out definitely the scope of responsibility for which the Board expects to look to the Controller for professional advice. Section 10 of the act sets forth in considerable detail the duties of the Controller and the procedures to be followed as he discharges his responsibilities.

# ORGANIZATION CHART STATE DEPARTMENT OF PUBLIC INSTRUCTION & STATE BOARD OF EDUCATION



## Staff and Services

In North Carolina the educational leadership provided by professional personnel at the State level is under the direction of the State Superintendent of Public Instruction and the Controller. This professional staff is organized by divisions, each of which is responsible, under the direction of the Superintendent, the Controller, or both for rendering certain designated services. The names of these divisions with brief statements of their respective areas of responsibilities follow:

*Division of Instructional Service.* This division provides services as follows: inspection and accreditation of schools; general supervisory assistance in the improvement of instruction; preparation of curriculum bulletins and other publications for the use of teachers and other school personnel; and assistance in special areas, for example, resource-use education, visual aids, surveys, library, and adult and special education.

*Division of Negro Education.* This division, provided for by law (G.S. 115-30) renders special assistance to Negro schools, including inspection and rating of schools, supervisory activities, the improvement of training of teachers in co-operation with institutions of higher learning for the Negro race, and in race relations.

*Division of Professional Service.* This division, provided for by law (G.S. 115-29), has charge of the administration of the rules and regulations of the State Board of Education with regard to the certification of teachers; issues all teachers' certificates; rates teachers employed each year as to certificate held and teaching experience; and co-ordinates the work of the department with that of the various institutions of higher learning in the field of teacher education.

*Division of Publications, and Statistics.* This division has charge of the editing, compiling and preparation of material to be printed, and of the distribution of bulletins, forms, etc. to the local units and individuals; serves as the purchasing agency for all other divisions except plant operation, teacher allotment and general control, transportation and a part of audits and accounting; and services all divisions in the matter of mail, distribution of supplies, and so on.

*Division of Schoolhouse Planning and Surveys.* This division is concerned with plans for new buildings and their location and



erection. Surveys are also a part of the work of this division.

*School-Health Co-ordinating Service.* This division is jointly administered by the State Department of Public Instruction and the State Board of Health. It is interested in health services and health education in the public schools.

*Division of Textbooks.* This division has charge of purchasing and distributing free basal textbooks and administering the rental system for high school books and supplementary reading in the elementary grades.

*Division of Teacher Allotment and General Control.* This division is responsible for applying the rules of the State Board governing the applications of the local units for teacher allotments, and allots funds to be expended for the object of general control in the local budgets.

*Division of Auditing and Accounting.* This division is concerned with a continuous auditing, month by month, of expenditures by the local units from the State Nine Months' School Fund, and is charged with the accounting of all funds, State and Federal, under the control of the State Board of Education, including the appropriation for the State Department of Public Instruction (administration and supervision), Vocational Education, State Textbook Fund, Veterans Training Program, State Literary Fund, and any other funds expended for public school purposes. Its work includes all budget making, bookkeeping, writing vouchers, making reports, application of salary scales to local school personnel, and so on.

*Division of Plant Operation.* This division has charge of plant operation as set forth in the Nine Month's School Fund budget.

*Division of Transportation.* This division administers the school bus transportation system of the State—purchasing new buses, mapping bus routes and administering the rules of the State Board governing transportation.

*Division of Vocational Education.* This division administers the program of vocational education, which includes vocational agriculture, home economics, trades and industries, distributive occupations, guidance, vocational rehabilitation, veterans related training, school lunch program, veterans farmers training (under the G. I. Bill), and the program of requiring the inspection, approval and supervision of those institutions and establishments offering on-the-job-training to veterans under the G. I. Bill.



*Division of Insurance.*<sup>6</sup> The responsibility of this division is that of administering the public school insurance fund, which was authorized by the General Assembly of 1949 to provide insurance on school property.

*Division of Special Education.*<sup>7</sup> This Division was created in 1947 "for the promotion, operation and supervision of special courses of instruction for handicapped, crippled, and other classes of individuals requiring special types of instruction."

## LOCAL ORGANIZATION

### Number and Size of Local Administrative Units

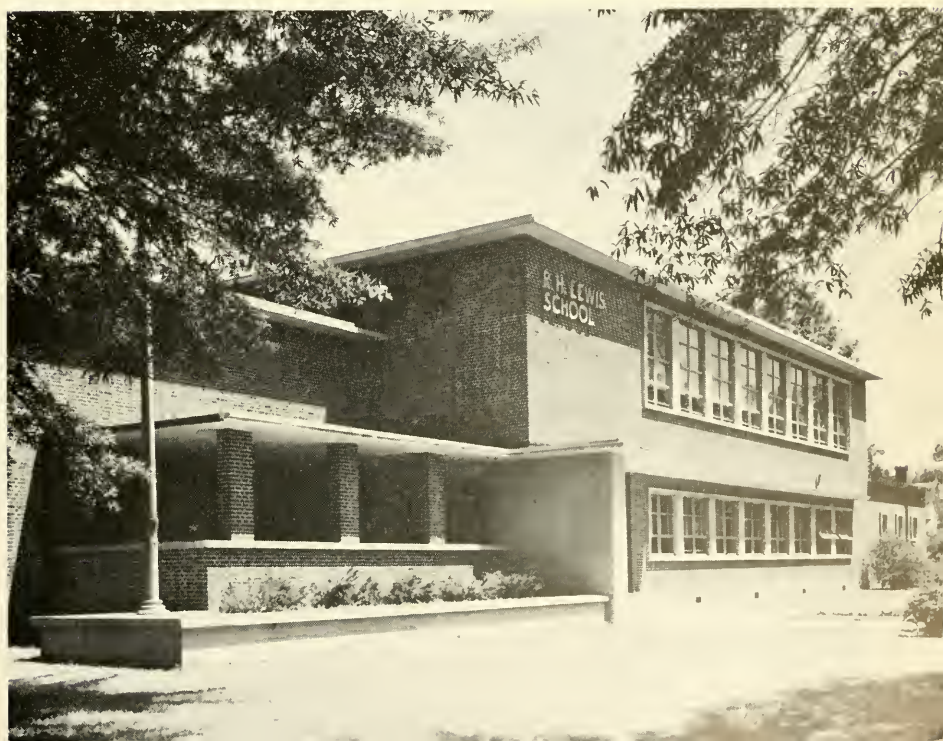
The public schools of North Carolina are administered through 100 county administrative units and 72 city administrative units. Except in those counties in which the 72 city units have been established, the county unit corresponds to the political government unit.

Each of the 100 county and 72 city administrative units existing in 1949-50 reported its school population, ages 6 to 20, in-

<sup>6</sup>General Statutes, Ch. 115, Art. 3D.

<sup>7</sup>General Statutes, Ch. 115, Art. 3B.

A modern school building is functionally designed





The one story building provides safety and easy access to outdoor teaching and play areas

clusive, for that year. The distribution of these units by designated intervals of school population is shown in the following table:

#### DISTRIBUTION OF ADMINISTRATIVE UNITS BY SCHOOL POPULATION

School Population	No. of Administrative Units	
	County	City
1,500 or less .....	4	7
1,501 to 3,000 .....	10	26
3,001 to 6,000 .....	25	25
6,001 to 10,000 .....	35	9
10,001 to 15,000 .....	17	3
15,001 to 20,000 .....	6	1
20,001 to 25,000 .....	3	1
Total .....	100	72

For 1949-50 the county administrative units reported a total of 778 school districts for whites and 515 districts for Negroes. The number of school districts per county ranges from 1 to 21 for whites and from 1 to 13 for Negroes for the 97 counties having such districts.

### County Board of Education

The county boards of education, the governing authorities for the county units, consists of from 3 to 7 members. Of the 100 county boards in 1949-50, 31 each report 3 members; 56 each, 5 members; 6 each, 6 members; and 7 each report 7 members.

Members of county boards are nominated biennially in the

party primaries and are appointed by the General Assembly for terms of 2, 4, or 6 years. When the names of the persons so nominated have been duly certified by the chairman of the county board of elections to the State Superintendent, he transmits the names of the nominees by political party to the committees on education of the General Assembly, which selects and appoints one or more from these candidates as members of the board of education of the county involved. Should the General Assembly fail so to elect or appoint one or more of these candidates as board members, the State Board of Education, by law, fills the vacancy or vacancies so created. The term of office of each member begins on the first Monday of May of the year in which he is elected and continues until his successor is elected and qualified.

The law prescribes four meetings each year and states that the board may elect to hold regular monthly meetings and such special meetings as the school business of the county may require.

### **Board of Trustees**

In the city administrative unit the governing authority is the board of trustees. The number of members making up these boards ranges from three to twelve. The median number of members is six. Only one of the 72 boards has three members; 58 have either five, six, or seven members; and 13 have more than seven members.

Board members are elected either by election by popular vote, by appointment, or by a combination of these two, except for 4 boards reported as being self-perpetuating.

### **Powers and Duties of County and City Boards**

The law<sup>8</sup> states that "it is the duty of the county board of education to provide an adequate school system for the benefit of all of the children of the county as directed by law." "The county board of education, subject to any paramount powers vested by law in the State Board of Education or any other authorized agency shall have general control and supervision of all matters pertaining to the public schools in their respective counties and they shall execute the school law in their respective counties." The law further states that city administrative units are to "be dealt with by the State school authorities in all matters of school

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<sup>8</sup>Public Laws, 1943, Chapter 115.



administration in the same way and manner as are county administrative units.”

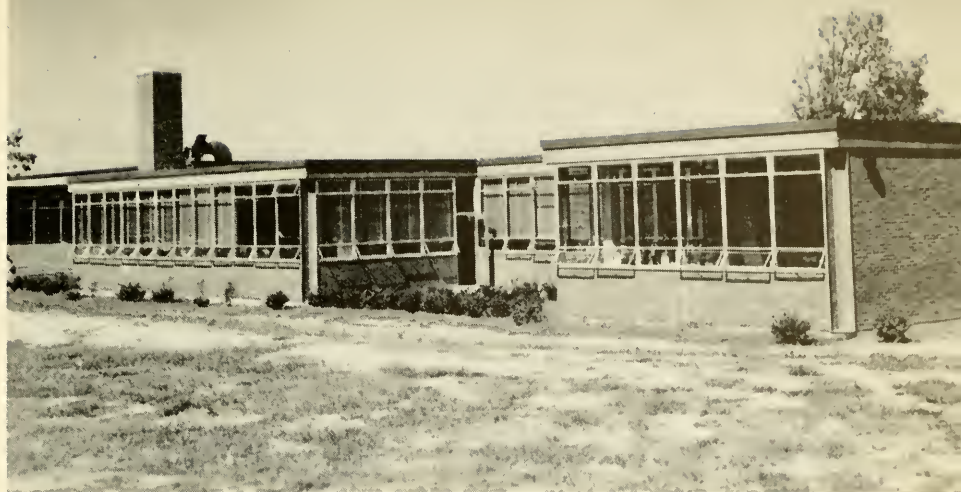
Although the law sets forth specific duties in considerable detail, the general scope of the powers and duties of county and city boards are: (a) appointment of the superintendent; (b) budget administration and money management, including preparation of budget, financial accounting, financial report to the State Board of Education, presentation and support of budget requests to the board of county commissioners, administration of bond elections and bond issues, debt service accounting, and other fiscal management responsibilities; (c) school plant planning, maintenance, and operation; (d) administration of transportation; (e) planning and effectuating the educational program; (f) setting the school calendar; (g) appointment of district committeemen; (h) appointment of members of the superintendent's staff; (i) final approval of all employees' contracts; (j) acting as agent for the State Board of Education; and (k) other powers and duties.

### **Fiscal Dependence**

County boards depend upon county commissioners for approval of their respective school budgets and for the levying and collecting of such local taxes for school purposes as may be necessary to provide required local funds called for in their several budget estimates. Similarly, city boards depend upon city commissioners

Large window areas provide more adequate natural lighting and ventilation





Individual classroom units offer a more intimate association with the outdoors

and/or upon county commissioners for approval of their budgets and for the levying and collecting of local taxes for school purposes to provide necessary local funds required in accordance with approved budget estimates. Both depend upon the State Board of Education for approval of their budget estimates.

### **County Superintendent of Schools**

The superintendent of schools of a county unit is appointed for a two-year term by the county board of education, subject to the approval of the State Board and the State Superintendent. He must be a resident of the county of which he is superintendent and cannot legally be regularly employed in any other capacity that may limit or interfere with his duties as superintendent. He serves as the administrative officer of the county board.

He must be a graduate of a four-year standard college, hold a superintendent's certificate, have had three years of experience in school work in the past ten years, and present a doctor's certificate showing that he is free from any contagious disease. With the approval of the State Superintendent, a county superintendent may serve as principal of a high school in his county or as a superintendent of a city unit in his county. The county superintendent may also serve as welfare officer.

The county superintendent's salary is determined in accordance with a State standard salary schedule fixed and determined by the State Board. However, his salary may be supplemented from local funds by authority of the county board. His salary may also be supplemented when he serves as a high school principal, as

superintendent of a city unit in his county, or as county welfare officer.

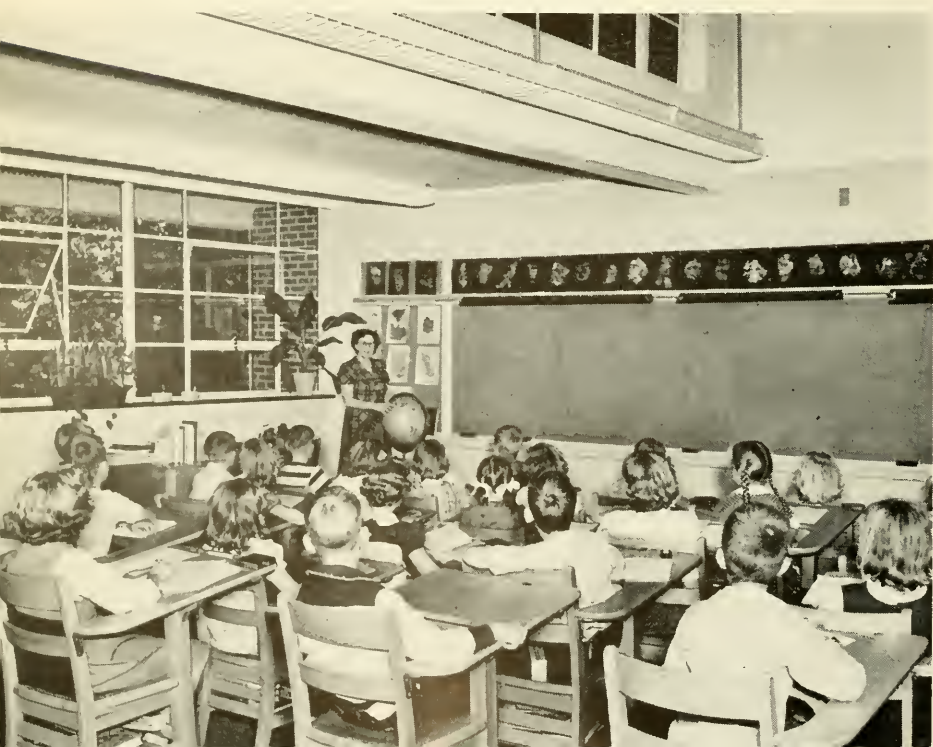
### **City Superintendent of Schools**

The superintendent of a city unit is appointed for a two-year term by its board of trustees subject to the approval of the State Board and the State Superintendent. He serves as the administrative officer and ex-officio secretary of the board of trustees. Superintendents of city units must meet the same qualifications as county superintendents.

### **Powers and Duties of Superintendents**

The general powers and duties of county and city superintendents may be summarized as follows: (a) financial accounting (records and reports); (b) public accounting (records and reports); (c) census taking and attendance service; (d) preparation of budget estimates; (e) storage, repair, and distribution of textbooks; (f) storage and distribution of supplies, fuel, and so on; (g) supervision of transportation; (h) maintenance and operation of the plant; (i) directing library service; (j) management of the school lunch room program; (k) direction of health services; (l) securing and assigning the instructional personnel;

The well planned classroom encourages good learning





(m) evaluating educational services involving testing, promotion, and efficiency of instruction; (n) allocating responsibility; (o) planning and implementing the educational program including reorganization, expansion, and facilities; (p) planning and administering the extra-curricular program, (q) planning and administering the community program.

## SCHOOLS AND SCHOOL BUILDINGS

Schools are classified as elementary, grades 1-8 or any combination thereof, and high school, grades 9-12. Although an elementary school is operated in connection with practically all high schools in county units, locally designated "\_\_\_\_\_ High School," the statistics presented in the following tables include elementary grades and high school grades as separate schools.

As these figures show, there is a downward trend in the number of elementary schools, this trend due largely to the elimination of the smallest schools. Most high schools have from three to eleven teachers. However, latest figures indicate an increase in the number of larger high schools, both white and Negro.

### NUMBER ELEMENTARY SCHOOLS

#### WHITE

Year	1 Teacher	2-3 Teachers	4-6 Teachers	7-9 Teachers	10-14 Teachers	15 or more Teachers	Total
1929-30	978	1,003	1,129	---	---	---	3,110
1934-35	504	548	335	382	290	156	2,215
1939-40	274	336	313	384	315	171	1,793
1944-45	192	234	268	371	347	231	1,643
1945-46*	---	---	---	---	---	---	1,617
1946-47	152	303	312	331	329	241	1,568
1947-48	136	181	280	344	346	250	1,537
1948-49	106	174	247	349	336	285	1,497
1949-50	79	156	232	324	350	324	1,465

#### NEGRO

Year	1 Teacher	2-3 Teachers	4-6 Teachers	7-9 Teachers	10-14 Teachers	15 or more Teachers	Total
1929-30	1,153	916	295	---	---	---	2,364
1934-35	982	916	252	64	50	26	2,290
1939-40	777	872	251	77	55	31	2,063
1944-45	619	771	224	94	81	48	1,837
1945-46*	---	---	---	---	---	---	1,801
1946-47	511	723	243	90	82	48	1,697
1947-48	461	694	240	92	82	52	1,621
1948-49	353	647	232	96	79	66	1,473
1949-50	284	621	225	96	83	78	1,387

#### TOTAL

Year	1 Teacher	2-3 Teachers	4-6 Teachers	7-9 Teachers	10-14 Teachers	15 or more Teachers	Total
1929-30	2,131	1,919	1,424	---	---	---	5,474
1934-35	1,486	1,464	587	446	340	182	4,505
1939-40	1,051	1,208	564	461	370	202	3,856
1944-45	811	1,005	492	465	428	279	3,480
1945-46*	---	---	---	---	---	---	3,418
1946-47	663	926	555	421	411	289	3,265
1947-48	597	875	520	436	428	302	3,158
1948-49	459	821	479	445	415	351	2,970
1949-50	363	777	457	420	433	402	2,852

\*Distribution not made this year.

## NUMBER HIGH SCHOOLS

## WHITE

Year	1-2 Teachers	3-5 Teachers	6-11 Teachers	12 or more Teachers	Total
1929-30	101	403	243	---	747
1934-35	49	416	207	53	725
1939-40	22	358	288	83	751
1944-45	48	356	284	60	748
1945-46*	---	---	---	---	742
1946-47	29	292	336	78	735
1947-48	27	281	345	77	730
1948-49	27	265	350	87	729
1949-50	21	226	369	107	723

## NEGRO

Year	1-2 Teachers	3-5 Teachers	6-11 Teachers	12 or more Teachers	Total
1929-30	44	52	23	---	119
1934-35	69	86	24	10	189
1939-40	46	105	60	13	224
1944-45	41	116	60	13	230
1945-46*	---	---	---	---	229
1946-47	28	109	73	18	228
1947-48	28	112	72	20	232
1948-49	29	108	74	25	236
1949-50	24	97	85	29	235

## TOTAL

Year	1-2 Teachers	3-5 Teachers	6-11 Teachers	12 or more Teachers	Total
1929-30	145	455	266	---	866
1934-35	118	502	331	63	914
1939-40	68	463	348	96	975
1944-45	89	472	344	73	978
1945-46*	---	---	---	---	971
1946-47	57	401	409	96	963
1947-48	55	393	417	97	962
1948-49	56	373	424	112	965
1949-50	45	323	454	136	958

\*Distribution not made this year.

Science teachers learn new techniques



The responsibilities for the erection of school buildings and the care of school property are with county boards of education in county units and city boards of trustees in city units. Construction is financed from funds raised by bond issues, borrowed money, tax levies, gifts, etc.

As the following figures show there is a downward trend in the number of schoolhouses. This is due to the fact that when new buildings are erected, they often replace several small wooden structures.

NUMBER OF SCHOOLHOUSES			
<i>Year</i>	<i>White</i>	<i>Negro</i>	<i>Total</i>
1919-20	5,552	2,442	7,994
1924-25	4,655	2,431	7,086
1929-30	3,460	2,365	5,825
1934-35	2,511	2,267	4,778
1939-40	2,123	2,084	4,207
1944-45	1,978	1,918	3,896
1945-46	1,977	1,882	3,859
1946-47	1,951	1,831	3,782
1947-48	1,937	1,782	3,719
1948-49	1,937	1,682	3,619
1949-50	1,919	1,640	3,559

The General Assembly of 1949 made an appropriation of \$25,000,000 to aid the local units construct, improve and repair their school plant facilities. Provision was also made for a bond issue of another \$25,000,000 for this purpose upon a favorable vote of the people. This \$50,000,000 is being distributed to the various units by the State Board of Education upon the basis of approved projects and within the limits of the law.

The value of school property tends to increase, both in total and in value per pupil enrolled.

APPRAISED VALUE OF SCHOOL PROPERTY							
<i>Year</i>	WHITE		NEGRO		TOTAL		
	<i>Total</i>	<i>Pupil*</i>	<i>Total</i>	<i>Pupil*</i>	<i>Total</i>	<i>Pupil*</i>	
1919-20	\$ 21,670,514	\$ 45.32	\$ 2,387,324	\$11.20	\$ 24,047,838	\$ 34.80	
1924-25	63,434,665	113.40	7,271,170	29.03	70,705,835	87.31	
1929-30	98,946,273	162.92	11,475,042	44.20	110,421,315	127.37	
1934-35	94,290,164	152.99	12,309,808	44.55	106,599,972	119.42	
1939-40	103,724,982	167.36	15,154,892	55.93	118,879,874	133.46	
1944-45	114,660,497	203.80	18,285,060	73.08	132,945,557	163.56	
1945-46	120,457,515	211.01	19,339,763	76.66	139,797,278	170.05	
1946-47	128,308,209	218.01	20,609,610	80.15	148,917,819	176.09	
1947-48	142,868,760	239.79	23,198,447	89.21	166,067,207	194.04	
1948-49	168,059,603	278.88	27,789,180	106.25	195,848,783	226.64	
1949-50	196,797,199	314.29	34,211,069	127.38	231,008,069	258.47	

\*Enrolled.

## LENGTH OF TERM

By an amendment to the Constitution in 1917 the minimum school term was set at six months (120 days) effective for the first time in 1919-20. Districts or county and city units could by a vote of the people extend the term beyond this minimum. The General Assembly of 1931 assumed support of a six months term out of State funds on certain State standards of cost. Likewise, this General Assembly continued an appropriation for a longer term up to eight months in special high school districts. In 1933 an eight months State-supported school term was set up by legislative act. Ten years later the General Assembly increased the school term to nine months.

The accompanying table shows the average terms at five-year intervals from 1919-20 to 1944-45. Since 1944-45 the average term has been approximately 180 days in both white and Negro schools.

<i>Year</i>	AVERAGE TERM IN DAYS		
	<i>White</i>	<i>Negro</i>	<i>Total</i>
1919-20	135.9	127.4	134.0
1924-25	148.0	136.3	145.2
1929-30	159.6	141.0	154.0
1934-35	160.3	159.0	159.9
1939-40	164.4	164.2	164.3
1944-45	178.4	178.5	178.4

## INSTRUCTIONAL PERSONNEL

### Number

Due to the change-over from a 7-4 plan of organization to an 8-4 plan in 1942-43, there has been an increase in the number of elementary teachers and a compensatory decrease in the number of high school teachers. Due to increasing average daily attendance and slight change downward in the basis of teacher allotment, there has also been a marked increase in the number of teachers in recent years.

The number of elementary principals, both white and Negro, tends to increase as the size of schools increase; whereas the number of high school principals in accordance with the number of high schools tends to remain constant.

In 1949 provision was made for paying the salaries of super-



visors of instruction from State funds. To such positions the State Board allotted 225 persons, 152 white and 73 Negro. Several of the larger city units provided for the employment of 20 additional supervisors to give attention to specific subject areas.

In the following table supervisors are included in the number of principals for the year 1949-50:

NUMBER OF TEACHERS							
Year	ELEMENTARY		HIGH SCHOOL		TOTAL		
	White	Negro	White	Negro	White	Negro	Total
1929-30	13,351	5,350	4,138	536	17,489	5,886	23,375
1934-35	12,383	5,810	3,776	687	16,159	6,497	22,656
1939-40	12,305	5,884	5,229	1,112	17,534	6,996	24,530
1944-45	13,252	6,105	4,140	1,037	17,392	7,142	24,534
1945-46	13,217	6,097	4,145	1,037	17,362	7,134	24,496
1946-47	13,207	5,961	4,667	1,164	17,874	7,125	24,999
1947-48	13,353	5,905	4,765	1,193	18,118	7,098	25,216
1948-49	13,923	5,955	5,069	1,319	18,992	7,274	26,266
1949-50	14,538	6,125	5,386	1,442	19,924	7,567	27,491
NUMBER OF PRINCIPALS							
1929-30	210	74	108	13	318	87	405
1934-35	221	61	658	116	879	177	1,056
1939-40	333	93	705	165	1,038	258	1,296
1944-45	368	102	718	193	1,086	295	1,381
1945-46	382	99	714	203	1,096	312	1,408
1946-47	388	109	706	199	1,094	308	1,402
1947-48	397	100	698	206	1,095	306	1,401
1948-49	410	105	688	211	1,098	316	1,414
1949-50*	563	173	695	212	1,258	385	1,643

\*Includes supervisors

It is a joy to first graders to share with their teacher









Good rural schools require safe transportation facilities

SCHOLARSHIP OF TEACHERS, PRINCIPALS AND SUPERVISORS\*  
WHITE

Year	High School			College					Total	Index
	2 yrs.	3 yrs.	4 yrs.	1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs.		
1921-22	1,504	1,383	5,523	887	2,659	888	2,410	*	15,254	492.6
1924-25	487	1,233	4,952	1,731	2,843	2,190	3,512	*	16,948	552.4
1929-30	43	42	1,236	2,571	2,540	3,712	7,455	*	17,599	676.1
1934-35	-----	14	74	681	1,666	4,218	10,364	*	17,017	741.5
1939-40	-----	27	20	74	261	1,696	16,460	*	18,538	785.7
1944-45	-----	379	158	241	524	1,294	15,202	634	18,432	773.1
1945-46	-----	438	224	323	584	1,245	15,021	524	18,359	767.6
1946-47	-----	25	424	746	674	1,439	14,863	741	18,912	767.7
1947-48	-----	20	385	648	657	1,445	15,071	821	19,047	771.0
1948-49	-----	16	377	589	663	1,660	15,828	899	20,032	772.8
1949-50	-----	8	251	350	570	1,577	17,086	1,084	20,926	782.2

NEGRO

1921-22	1,567	739	1,510	68	519	38	113	*	4,554	351.7
1924-25	1,002	1,295	1,594	369	604	270	175	*	5,309	395.9
1929-30	431	587	1,250	1,063	740	1,160	720	*	5,951	525.7
1934-35	-----	479	180	970	1,174	2,265	1,588	*	6,656	640.2
1939-40	-----	159	23	76	244	1,830	4,906	*	7,238	752.6
1944-45	-----	66	9	15	69	296	6,816	146	7,417	790.6
1945-46	-----	61	10	20	63	294	6,809	148	7,405	790.9
1946-47	-----	2	17	58	52	253	6,753	727	7,407	795.5
1947-48	-----	1	10	49	41	208	6,706	376	7,391	798.6
1948-49	-----	1	8	44	39	186	6,798	504	7,580	800.9
1949-50	-----	1	5	35	28	169	7,012	691	7,941	804.2

TOTAL

1921-22	3,071	2,122	7,033	955	3,178	926	2,523	*	19,808	460.2
1924-25	1,489	2,528	6,546	2,100	3,447	2,460	3,687	*	22,257	515.1
1929-30	474	629	2,486	3,634	3,280	4,872	8,175	*	23,550	638.3
1934-35	-----	493	254	1,651	2,840	6,483	11,952	*	23,673	713.0
1939-40	-----	186	43	150	505	3,526	21,366	*	25,776	776.4
1944-45	-----	445	16	256	593	1,590	22,018	780	25,849	778.1
1945-46	-----	499	234	343	647	1,539	21,830	672	25,764	772.8
1946-47	-----	27	441	804	726	1,692	21,616	1,013	26,319	775.5
1947-48	-----	21	395	697	698	1,653	21,777	1,197	26,438	778.7
1948-49	-----	17	385	633	702	1,846	22,626	1,403	27,612	780.5
1949-50	-----	9	256	385	598	1,746	24,098	1,775	28,867	788.3

\*Includes supervisors for 1949-50.

## Salaries

The first of the two following tables shows average salaries paid teachers and principals from both State and local funds. The second table gives the number of persons and average salaries paid from State funds.

### AVERAGE ANNUAL SALARIES, ALL FUNDS

#### A. Teachers (Excluding Vocational)

Year	ELEMENTARY		HIGH SCHOOL		White	Negro	TOTAL	Total
	White	Negro	White	Negro				
1919-20	\$	\$	\$	\$	\$ 516.15	\$ 298.45	\$	\$ 465.98
1924-25	-----	-----	-----	-----	835.11	455.41		760.17
1929-30	865.06	509.89	1,241.69	826.80	954.11	538.75		849.17
1934-35	907.88	405.47	663.32	504.20	620.93	415.31		561.29
1939-40	953.57	701.30	967.56	766.04	957.31	710.63		885.67
1944-45	1,286.03	1,309.83	1,327.28	1,265.45	1,294.34	1,304.46		1,297.33
1945-46	1,495.03	1,526.84	1,551.57	1,513.79	1,506.37	1,525.28		1,511.96
1946-47	1,678.04	1,731.93	1,727.95	1,713.20	1,689.21	1,729.35		1,700.81
1947-48	1,975.54	2,056.81	2,027.88	2,035.04	1,987.38	2,053.73		2,006.29
1948-49	2,275.43	2,385.64	2,350.17	2,340.52	2,292.74	2,378.60		2,316.81
1949-50*	2,526.31	2,640.19	2,564.49	2,570.06	2,535.24	2,628.69		2,561.27

#### B. Principals

Year	White	Negro	Total
1929-30	-----	-----	2,405.36
1934-35	1,125.08	889.48	1,198.96
1939-40	1,592.82	1,312.01	1,686.78
1944-45	2,067.17	2,152.62	2,220.34
1945-46	2,419.19	2,415.68	2,604.54
1946-47	2,759.29	2,789.57	2,948.23
1947-48	3,207.07	3,247.19	3,339.52
1948-49	3,654.49	3,810.03	3,877.99
1949-50	3,857.37	3,797.05	4,106.97

#### C. Vocational Teachers (Including Travel)

Year	White	Negro	Total
1934-35	1,338.45	848.46	1,283.29
1939-40	1,689.57	1,075.69	1,602.49
1944-45	2,153.33	1,960.80	2,114.29
1945-46	2,301.44	2,223.02	2,285.69
1946-47	2,711.81	2,508.55	2,671.01
1947-48	2,984.32	2,756.16	2,937.88
1948-49	3,412.14	3,231.55	3,375.89
1949-50	3,586.21	3,406.90	3,549.74

\*Does not include "contingency salaries" paid out in 1950-51—an average of \$266 for teachers; \$124 for principals; and vocational teachers \$189.

A good transportation system requires efficient maintenance and service



## NUMBERED EMPLOYED AND AVERAGE SALARIES, STATE FUNDS

## A. Teachers

		WHITE		NEGRO	
		No.	Average	No.	Average
Elementary:	1935-36	12,304	\$ 735.50	5,820	\$ 496.66
	1939-40	12,082	916.42	5,864	671.18
	1944-45	12,984	1,249.21	6,075	1,272.52
	1945-46	12,911	1,454.16	6,048	1,489.74
	1946-47	12,875	1,626.95	5,913	1,686.77
	1947-48	12,919	1,919.06	5,850	1,998.89
	1948-49	13,482	2,206.32	5,912	2,308.82
	1949-50*	14,043	2,458.06	6,069	2,559.71
High School:	1935-36	3,544	779.12	720	579.55
	1939-40	4,279	905.80	982	709.53
	1944-45	3,122	1,257.83	814	1,247.49
	1945-46	3,049	1,479.64	802	1,467.54
	1946-47	3,523	1,643.75	929	1,648.05
	1947-48	3,534	1,941.56	952	1,938.64
	1948-49	3,782	2,223.87	1,066	2,223.62
	1949-50*	4,035	2,460.19	1,171	2,459.24
Total:	1935-36	15,848	745.22	6,540	505.78
	1939-40	16,361	913.64	6,846	676.68
	1944-45	16,106	1,250.88	6,889	1,269.56
	1945-46	15,960	1,459.03	6,850	1,487.14
	1946-47	16,398	1,630.56	6,842	1,681.51
	1947-48	16,453	1,923.90	6,802	1,990.46
	1948-49	17,264	2,209.99	6,978	2,295.81
	1949-50*	18,078	2,458.65	7,240	2,543.46

## B. Principals

Elementary:	1935-36	228	1,287.78	65	1,027.68
	1939-40	320	1,445.83	78	1,215.49
	1944-45	333	1,977.42	93	2,082.53
	1945-46	339	2,396.94	90	2,479.53
	1946-47	347	2,636.48	94	2,746.68
	1947-48	352	3,011.44	93	3,116.19
	1948-49	375	3,456.37	98	3,604.90
	1949-50*	404	3,759.36	100	3,914.91
High School:	1935-36	680	1,440.16	131	1,051.91
	1939-40	705	1,679.25	169	1,227.36
	1944-45	711	2,284.04	191	2,191.36
	1945-46	705	2,666.17	201	2,561.80
	1946-47	704	2,959.78	199	2,876.09
	1947-48	691	3,352.71	202	3,241.49
	1948-49	684	3,917.48	208	3,785.87
	1949-50*	682	4,368.35	213	4,156.14
Total:	1935-36	908	1,401.90	196	1,042.87
	1939-40	1,025	1,606.38	239	1,223.48
	1944-45	1,044	2,186.24	284	2,155.72
	1945-46	1,044	2,578.74	291	2,536.36
	1946-47	1,051	2,853.04	293	2,834.57
	1947-48	1,043	3,237.54	295	3,201.99
	1948-49	1,059	3,754.20	306	3,727.91
	1949-50*	1,086	4,079.00	313	4,079.07

## C. Supervisors

1949-50*	152	3,052.55	73	3,043.60
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\*Does not include "contingency salaries" paid out in 1950-51. See note on preceding table; average for supervisors was \$368.



## ENROLLMENT AND ATTENDANCE

During the war years, from 1939-40 to 1944-45, there was a decrease in enrollment in the public schools. Since 1944-45, however, there has been a tendency for both enrollment and attendance to increase, as the following table shows:

ENROLLMENT AND ATTENDANCE						
Elementary Schools						
Year	ENROLLMENT (Code a + e)			AVERAGE DAILY ATTENDANCE		
	White	Negro	Total	White	Negro	Total
1924-25	485,753	242,976	728,729			
1929-30	505,589	244,413	750,002			
1934-35	485,566	249,489	736,055	398,886	173,747	572,633
1939-40	456,331	231,359	687,690	420,179	202,417	622,596
1944-45*	461,683	222,063	683,746	411,684	195,084	606,768
1945-46	467,106	222,242	689,348	412,942	186,197	599,139
1946-47	465,436	221,259	686,695	415,931	186,029	601,960
1947-48	469,689	221,732	691,421	413,220	182,803	596,023
1948-49	472,933	221,070	694,003	420,935	186,032	606,967
1949-50	487,666	224,138	711,804	428,711	189,249	617,960
				441,104	194,523	635,627
High Schools						
1924-25	72,240	6,976	79,216			
1929-30	101,755	15,182	116,937	87,711	12,551	100,262
1934-35	129,748	26,845	156,593	115,464	23,373	138,837
1939-40	163,436	39,603	203,039	148,095	35,140	183,235
1944-45*	100,938	28,142	129,080	89,608	24,399	114,007
1945-46	103,747	30,024	133,771	91,448	25,536	116,984
1946-47	123,117	35,879	158,996	108,464	29,840	138,304
1947-48	126,123	38,309	164,432	111,678	32,373	144,051
1948-49	129,686	40,465	170,151	116,612	34,833	151,445
1949-50	137,501	44,440	181,941	123,508	38,556	162,064
All Schools						
1924-25	557,993	249,952	807,945	426,999	169,212	596,211
1929-30	607,344	259,595	866,939	486,507	186,298	672,895
1934-35	616,314	276,334	892,648	535,643	225,790	761,433
1939-40	619,767	270,962	890,729	559,779	230,224	790,003
1944-45*	562,621	250,205	812,826	502,550	210,596	713,146
1945-46	570,853	252,266	823,119	507,379	211,565	718,944
1946-47	588,553	257,138	845,691	521,684	212,643	734,327
1947-48	595,812	260,040	855,852	532,613	218,405	751,018
1948-49	602,619	261,535	864,154	545,323	224,082	769,405
1949-50	625,167	268,578	893,745	564,612	233,079	797,691

\*Beginning in 1945-44 elementary schools included grades 1-8.

A variety of activities more nearly provides for the needs and interests of all children



As the table Enrollment by Grade shows, the distribution of enrollment by grades has improved within the five-year period from 1944-45 to 1949-50. The proportion in all high schools increased from 19.2 per cent in 1944-45 to 20.4 per cent in 1949-50. The national average was 23.1 per cent in 1948-49.

ENROLLMENT BY GRADE								
(Code a + e)								
GRADE	WHITE				NEGRO			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	1944-45	1949-50	1944-45	1949-50	1944-45	1949-50	1944-45	1949-50
1	70,307	76,539	12.5	12.2	48,315	42,129	19.3	15.7
2	63,085	66,657	11.2	10.7	31,298	31,594	12.5	11.8
3	62,508	63,083	11.1	10.1	30,700	29,943	12.2	11.1
4	61,769	60,976	11.0	9.7	29,513	28,824	11.8	10.7
5	57,696	58,743	10.3	9.4	25,559	26,596	10.2	9.9
6	53,202	57,098	9.5	9.1	22,018	23,896	8.8	8.9
7	49,348	54,406	8.8	8.7	18,885	21,710	7.5	8.1
8	43,038	49,766	7.6	8.0	15,587	19,216	6.2	7.2
Ungraded	730	398	.1	.1	188	230	.1	.1
Elementary	461,683	487,666	82.1	78.0	222,063	224,138	88.8	83.5
9	36,934	45,520	6.6	7.3	11,336	16,313	4.5	6.1
10	31,772	36,742	5.6	5.9	8,480	12,221	3.4	4.6
11	24,524	29,394	4.4	4.7	6,467	8,997	2.6	3.3
12	7,591	25,680	1.3	4.1	1,850	6,834	.7	2.5
Ungraded	117	165	.0	.0	9	75	.0	.0
High School	100,938	137,501	17.9	22.0	28,142	44,440	11.2	16.5
Total	562,621	625,167	100.0	100.0	250,205	268,758	100.0	100.0

There has been a slight decrease in the average number of elementary pupils per teacher within recent years, whereas a substantial increase is noted in the high schools.

PUPILS IN AVERAGE DAILY ATTENDANCE PER TEACHER EMPLOYED						
(Not including vocational teachers and classified principals)						
	ELEMENTARY		HIGH SCHOOL		TOTAL	
	White	Negro	White	Negro	White	Negro
1929-30	29.9	32.5	21.1	23.5	27.8	31.7
1934-35	33.9	35.0	33.9	33.0	33.9	34.8
1939-40	33.5	33.2	28.3	31.6	31.9	32.9
1944-45	31.2	30.5	21.6	23.5	28.9	29.5
1945-46	31.5	30.5	22.1	24.6	29.2	29.7
1946-47	31.3	30.7	23.2	25.6	29.2	29.8
1947-48	31.5	31.5	23.4	27.1	29.4	30.8
1948-49	30.8	31.8	27.8	31.7	30.1	31.8
1949-50	30.3	31.8	27.8	32.1	29.7	31.8

The relationship of pupils in average daily membership to average daily attendance indicates the holding power of the schools. As the following table shows high school pupils attend school better than elementary school pupils. Likewise, white children attend better than Negroes.

PER CENT A.D.M. IN A.D.A.									
Year	Elem.	WHITE		Elem.	NEGRO		Elem.	TOTAL	
		H.S.	Total		H.S.	Total		H.S.	Total
1934-35	91.7	95.2	92.5	89.2	94.1	89.7	90.9	95.0	91.6
1939-40	94.1	95.7	95.4	90.1	93.9	90.7	92.8	95.3	93.4
1944-45*	93.6	94.8	93.8	89.6	92.6	89.9	92.3	94.3	92.6
1945-46	92.9	94.2	93.2	89.0	91.9	89.3	91.7	93.7	92.0
1946-47	92.2	94.0	92.6	88.1	90.7	88.4	90.9	93.2	91.3
1947-48	92.9	94.1	93.2	89.2	91.7	89.5	91.8	93.6	92.1
1948-49	93.6	94.7	93.8	90.3	92.6	90.7	92.6	94.2	92.9
1949-50	93.4	94.6	93.7	91.0	92.7	91.3	92.7	94.1	93.0

\*Elementary schools include grades 1-8 beginning this year.

## TRANSPORTATION

The following table shows how public school transportation has grown since 1919-20, when only 150 vehicles were used:

SCHOOL TRANSPORTATION					
Year	Schools Served	No. of Vehicles	Pupils Transported	Cost of Operation*	Cost Per Pupil
1919-20	----	150	7,936	\$ -----	\$ -----
1924-25	----	1,909	69,295	994,611.69	14.35
1929-30	1,266	4,046	181,494	2,273,287.55	12.53
1934-35	1,208	4,014	256,775	1,936,985.82	7.54
1939-40	1,469	4,526	334,362	2,417,659.65	7.23
1944-45	1,367	4,852	300,904	3,600,159.04	11.96
1945-46	1,364	4,897	308,191	3,688,809.59	11.97
1946-47	1,360	4,937	334,170	5,302,614.78	15.87
1947-48	1,459	5,214	348,100	6,593,196.20	18.94
1948-49	1,505	5,489	370,250	6,539,896.58	17.66
White	1,057	4,437	298,129	5,414,140.96	18.16
Negro	448	1,052	72,121	1,125,755.62	15.61
1949-50	1,538	5,846	396,783	6,110,739.16	15.40
White	1,080	4,658	313,747	4,901,132.03	15.62
Negro	458	1,188	83,036	1,209,607.13	14.57

\*Including replacements.

Nearly 400,000 children, white and Negro, are transported to school at public expense





## TEXTBOOKS

State purchase and distribution of textbooks began in 1935-36. Basal books for use in grades 1-7 were made free to pupils in 1937-38. The provisions of the law providing free basal books were made applicable to the eighth grade in 1945-46. Books used in the high school, grades 9-12, are now furnished to the schools under a rental plan. Rental fees are also charged for supplementary readers used in the elementary grades.

The following tables show the various aspects of the State's textbook program:

### TEXTBOOK SALES AND RENTALS

	Value of Books Sold to Pupils	Rental Fees Collected High School Books	Supplementary Readers
1935-36	\$59,644.45	\$ 36,069.29	\$ -----
1939-40	5,876.31	286,735.04	84,266.62
1944-45	3,488.93	309,696.31	135,179.20
1945-46	4,696.18	200,160.15	165,884.55
1946-47	2,739.83	275,715.28	175,378.48
1947-48	2,665.19	363,514.31	181,208.14
1948-49	2,930.61	381,729.14	190,884.91
1949-50	1,919.03	415,604.90	202,441.64

Dramatizing the story makes it come to life





Young children need easy reading materials

### INVENTORY

(At the close of each fiscal year)

Year	Basal Elementary Books (Free)	High School Books	Supple- mentary Readers	Elementary Library Books	H. S. Library Books
1935-36	\$1,290,910	\$ 198,882	\$ -----	\$ -----	\$ -----
1939-40	5,050,532	1,016,135	505,186	5,736	141,384
1944-45	5,096,135	1,767,157	835,460	263,130	180,645
1945-46	5,803,867	1,262,072	955,008	312,133	228,506
1946-47	6,704,720	1,327,801	1,069,213	379,693	254,639
1947-48	6,869,466	1,379,941	1,145,890	443,480	264,174
1948-49	6,417,529	1,401,646	1,285,135	505,653	275,190
1949-50	6,700,336	1,406,619	1,385,658	565,629	

### EXPENDITURES

(This includes the cost of books, cost of rebinding and operating expenses)

Year	\$	\$	\$	\$	\$
1935-36	\$423,474.19	\$232,636.16	\$ 19,115.09	\$ 4,180.12	\$ -----
1939-40	193,324.74	225,131.92	69,049.18	40,209.02	87,237.78
1944-45	221,243.01	993,404.58	79,491.17	47,495.34	75,422.60
1945-46	498,449.31	170,745.31	71,114.64	76,627.02	102,264.68
1946-47	428,792.04	195,393.94	95,100.71	73,788.59	52,056.51
1947-48	907,486.67	354,077.11	141,502.85	109,506.41	32,358.37
1948-49	836,414.97	340,902.75	116,778.16	101,523.05	33,859.96
1949-50	982,179.10	305,377.10			

## FINANCIAL SUPPORT

The public schools of North Carolina are supported by State, county, local and private funds.

The General Assembly, which meets biennially in January of odd years, makes annual appropriations for support of the twelve year program for a nine months term on State standards of cost. These standards include such items as salary schedules for all school employees, the number of pupils in average daily attendance for the allotment of teachers, the size of the school, and other budgetary information necessary for the current operation of the schools as determined by the State Board of Education.

## State Funds

The following table shows the appropriation expenditures from the General Fund for various school purposes from 1933-34 to 1949-50:

APPROPRIATION EXPENDITURES (Budget Reports)				
Fiscal Year	Support of 9 Mos. Term (8 mos.)	State Board Adm. (Sch. Com.)	Vocational Education	Purchase of Free Textbooks
1933-34	\$15,443,549	\$ -----	\$ 80,839	\$ -----
1934-35	16,664,711	-----	84,990	-----
1935-36	20,223,211	-----	131,953	-----
1936-37	22,111,307	-----	151,425	-----
1937-38	23,708,589	-----	227,156	-----
1938-39	24,872,505	-----	241,628	-----
1939-40	25,850,029	59,468	300,054	-----
1940-41	26,924,922	59,014	333,290	399,272
1941-42	28,009,945	58,889	559,509	196,845
1942-43	30,312,482	58,660	639,073	200,000
1943-44	36,955,297	71,338	717,778	112,006
1944-45	37,823,324	78,517	819,241	152,349
1945-46	44,208,021	76,894	1,091,300	434,711
1946-47	50,587,689	94,652	1,536,248	304,698
1947-48	57,758,041	101,874	1,493,788	819,998
1948-49	69,070,146	111,297	1,923,031	739,169
1949-50	81,613,072	138,730	2,350,479	899,999

APPROPRIATION EXPENDITURES (Continued)					
(Budget Reports)					
Fiscal Year	Voc. Textile Training School	Purchase of School Buses	Insur- ance	Total Appropriation Expenditures	Plus Dept. Public Instruction
1933-34	\$ -----	\$ -----	\$ -----	\$15,524,388	\$ 57,576
1934-35	-----	-----	-----	16,749,701	60,257
1935-36	-----	-----	-----	20,355,164	80,295
1936-37	-----	-----	-----	22,262,732	78,722
1937-38	*14,598	-----	-----	23,950,343	86,230
1938-39	*21,219	-----	-----	25,135,352	91,772
1939-40	*29,106	-----	-----	26,238,657	91,759
1940-41	*28,912	-----	-----	27,745,410	92,918
1941-42	*27,396	-----	-----	28,852,584	101,443
1942-43	*24,489	-----	-----	31,234,704	107,350
1943-44	62,932	650,000	-----	38,569,351	120,843
1944-45	5,497	1,044,000	-----	39,922,928	122,138
1945-46	8,759	1,338,764	-----	47,158,449	133,366
1946-47	10,033	2,255,061	-----	54,788,381	137,282
1947-48	37,499	2,443,902	-----	62,655,102	166,711
1948-49	10,511	1,817,923	-----	73,672,077	192,843
1949-50	34,018	2,040,000	50,000	87,126,298	238,913

\*Adult education.

\*Adult education.

In addition to these funds appropriated from the State Treasury, county and city units have certain funds either from taxes levied on property or from other sources which are used to supplement State funds in the operation of the public schools. Then, too, a number of the larger districts within county units have, under the law, voted a tax on property for the purpose of provid-

ing school facilities other than those provided with the use of State, county and local funds.

The local units are also responsible for capital outlay and debt service. In some few instances money is raised locally through gifts and money raising activities for the use of the local school.

### Local Funds

The table below shows expenditures from county, city and district sources for recent years:

EXPENDITURES FROM LOCAL FUNDS				
Fiscal Year	Current Expense	Capital Outlay	Debt Service	Total
1933-34	\$ 1,950,306.27	\$ 942,409.03	\$5,709,358.57	\$ 8,602,073.87
1934-35	2,099,356.73	3,318,911.60	6,275,718.00	11,694,186.33
1935-36	3,109,939.61	4,313,313.37	6,477,238.53	13,900,491.51
1936-37	3,817,032.78	5,918,138.38	7,504,621.60	17,239,792.76
1937-38	4,436,624.96	5,217,243.40	6,809,279.05	16,463,147.41
1938-39	4,860,855.93	4,590,351.14	6,916,194.25	16,367,401.32
1939-40	5,136,723.59	3,804,400.24	6,809,941.71	15,751,065.54
1940-41	5,311,320.59	3,770,896.26	6,963,840.80	16,046,057.65
1941-42	5,920,586.41	4,095,917.78	7,181,737.55	17,198,241.74
1942-43	4,221,180.16	2,602,086.52	6,549,030.57	13,372,297.25
1943-44	6,484,295.18	1,655,345.97	6,608,158.55	14,747,799.70
1944-45	7,265,140.48	1,826,849.10	5,950,542.80	15,042,532.38
1945-46	7,979,704.66	3,147,430.76	5,968,357.45	17,095,492.87
1946-47	9,862,230.33	5,664,928.85	5,199,535.89	20,726,695.07
1947-48	12,471,674.01	13,936,643.85	4,978,474.21	31,386,792.07
1948-49	15,043,999.40	22,122,932.24	5,335,588.67	42,502,520.31
1949-50	16,214,185.16	*28,001,168.00	5,990,230.03	50,205,583.19

\*Includes \$5,688,403.86 State funds.



## Current Expenditures

The cost of operating the public schools tends to increase as the figures in the following table show:

CURRENT EXPENSE				
Year	Federal Funds*	State Funds**	Local Funds	Total
1933-34	\$ 688,034.20	\$15,658,023.31	\$ 1,950,306.27	\$ 18,296,363.78
1934-35	451,862.29	16,702,679.05	2,099,556.73	19,254,098.07
1935-36	263,434.76	20,249,666.42	3,109,939.61	23,623,040.79
1936-37	285,339.98	21,447,700.60	3,817,032.78	25,550,073.36
1937-38	554,179.02	25,307,657.23	4,436,624.96	30,298,461.21
1938-39	601,716.47	25,348,706.63	4,860,855.93	30,811,279.03
1939-40	610,146.82	26,297,493.15	5,136,723.59	32,044,363.56
1940-41	1,133,215.50	27,751,261.46	5,311,320.59	34,195,797.55
1941-42	2,043,299.84	28,720,783.56	5,920,586.41	36,684,669.81
1942-42	2,085,004.84	31,397,524.31	4,221,180.16	37,703,709.31
1943-44	2,341,662.48	37,823,657.03	6,484,295.18	46,649,614.69
1944-45	3,357,469.23	39,465,521.35	7,265,140.48	50,088,131.06
1945-46	3,673,247.44	45,317,503.12	7,979,704.66	56,970,455.22
1946-47	6,628,280.85	53,684,606.65	9,862,230.33	70,175,117.83
1947-48	9,020,294.13	62,764,000.75	12,471,674.01	84,255,968.89
1948-49	10,895,204.12	73,698,346.65	15,043,999.40	99,637,550.17
1949-50	12,054,108.25	84,999,202.42	16,214,185.16	113,272,495.83

\*Includes small amounts from philanthropic funds. \*\*Includes vocational, textbook, and other State funds.

## Expenditure Per Pupil

Expenditures per pupil in average daily attendance are shown below:

PER PUPIL EXPENDITURES				
Year	A. D. A.	Current Expense	Capital Outlay	Total
1924-25	596,211	\$ 35.27	\$21.72	\$ 56.99
1929-30	672,895	42.53	7.15	49.68
1934-35	761,433	25.29	4.36	29.65
1935-36	759,604	31.10	5.68	36.78
1936-37	762,881	33.49	7.76	41.25
1937-38	771,982	39.25	6.76	46.01
1938-39	790,502	38.97	5.81	44.78
1939-40	790,003	40.56	4.82	45.38
1940-41	786,374	43.49	4.80	48.29
1941-42	779,850	47.04	5.26	52.30
1942-43	753,140	50.06	3.45	53.51
1943-44	728,412	64.04	2.27	66.31
1944-45	713,146	70.24	2.56	72.80
1945-46	718,944	79.24	4.38	83.62
1946-47	734,327	95.56	7.71	103.27
1947-48	751,018	112.19	18.56	130.75
1948-49	769,405	129.50	28.75	158.25
1949-50	797,691	142.00	35.10	177.10

The national current expense average for 1948-49, latest year for which comparable figures are available, was \$197.65.

## SUMMARY OF EXPENDITURES STATE NINE MONTHS SCHOOL FUND, 1948-49

Classification by Objects and Items	White	Negro	Total
<b>A. State Aid Paid Out By Units</b>			
<b>61. General Control:</b>			
611. Salary: Superintendents-----	\$ 965,619.42	\$ -----	\$ 965,619.42
612. Travel: Superintendents-----	54,865.25	-----	54,865.25
613. Salary: Clerical Assistants-----	494,744.66	-----	494,744.66
614. Office Expense-----	66,362.22	-----	66,362.22
615. County Boards of Education-----	9,984.95	-----	9,984.95
Total General Control-----	\$ 1,591,576.50	\$ -----	\$ 1,591,576.50
<b>62. Instructional Service:</b>			
621. Salaries: Elementary Teachers----	\$29,745,580.33	\$13,649,787.21	\$43,395,367.54
622. Salaries: High School Teachers----	8,407,643.82	2,370,377.46	10,778,021.28
623. Salaries:			
1. Elementary Principals-----	1,296,139.22	353,280.58	1,649,419.80
2. High School Principals-----	2,679,556.53	787,460.41	3,467,016.94
Sub-Total Salaries-----	\$42,128,919.90	\$17,160,905.66	\$59,289,825.56
624. Instructional Supplies-----	225,876.32	85,821.44	341,697.76
Total Instructional Service----	\$42,384,796.22	\$17,246,727.10	\$59,631,523.32
<b>63. Operation of Plant:</b>			
631. Wages: Janitors-----	\$ 1,621,820.95	\$ 304,930.11	\$ 1,926,751.06
632. Fuel-----	892,047.57	255,143.46	1,147,191.03
633. Water, Light, Power-----	267,242.66	57,991.91	325,234.57
634. Janitors Supplies-----	122,733.54	41,705.48	164,439.02
635. Telephone-----	19,150.49	3,106.77	22,257.26
Total Operation of Plant-----	\$ 2,922,995.21	\$ 662,877.73	\$ 3,585,872.94
<b>65. Fixed Charges:</b>			
653. Compensation: School Employees--\$	11,579.57	\$ 3,282.20	\$ 14,861.77
654. Reimbursement: Injured Pupils---	5,094.07	843.15	5,937.22
Total Fixed Charges-----	\$ 16,673.64	\$ 4,125.35	\$ 20,798.99
<b>66. Auxiliary Agencies:</b>			
661. Transportation of Pupils:			
1. Wages of Drivers-----	\$ 905,284.75	\$ 206,946.00	\$ 1,112,230.75
2. Gas, Oil, Grease-----	714,965.41	176,810.17	891,775.58
3. Salary: Mechanics-----	752,149.34	166,364.32	918,513.66
4a. Repair Parts, Batteries-----	586,840.40	147,377.50	734,217.90
4b. Tires and Tubes-----	217,800.77	46,060.29	263,861.06
4c. Insurance and License-----	15,517.46	3,119.72	18,637.18
5. Contract Transportation-----	19,730.69	20,464.16	40,194.85
Sub-Total (1-5)-----	\$3,212,288.82	\$ 767,142.16	\$ 3,979,430.98
6. Major Replacements-----	1,831,431.06	324,843.56	2,156,274.62
7. Principals Bus Travel-----	32,703.39	7,364.36	40,067.75
Total Transportation-----	\$ 5,076,423.27	\$ 1,099,350.08	\$ 6,175,773.35
662. School Libraries-----	149,640.07	44,379.01	194,019.08
Total Auxiliary Agencies-----	\$ 5,226,063.34	\$ 1,143,729.09	\$ 6,369,792.43
Total Paid Out By Administrative Units-----	\$52,142,104.91	\$19,057,459.27	\$81,199,564.18
<b>B. State Aid Paid Direct:</b>			
Printing-----			\$ 1,376.12
Total Support of Public Schools-----			\$81,200,940.30

## SUMMARY OF EXPENDITURES STATE NINE MONTHS SCHOOL FUND, 1949-50

Classification by Objects and Items	White	Negro	Total
<b>A. State Aid Paid Out By Units</b>			
<b>61. General Control:</b>			
611. Salary: Superintendents-----	\$ 1,012,465.14	\$ -----	\$ 1,012,465.14
612. Travel: Superintendents-----	64,330.83	-----	64,330.83
613. Salary: Clerical Assistants-----	511,907.34	-----	511,907.34
614. Office Expense-----	87,376.68	-----	87,376.68
615. County Boards of Education-----	9,988.79	-----	9,988.79
Total General Control-----	\$ 1,686,068.78	\$ -----	\$ 1,686,068.78
<b>62. Instructional Service:</b>			
621. Salaries: Elementary Teachers-----	\$34,520,605.28	\$15,534,850.54	\$50,055,455.82
622. Salaries: High School Teachers---	9,926,858.12	2,879,768.36	12,806,626.48
623. Salaries:			
1. Elementary Principals-----	1,518,781.84	391,490.75	1,910,272.59
2. High School Principals-----	2,911,011.59	885,258.48	3,796,270.07
Sub-Total Instructional Salaries-----	\$48,877,256.83	\$19,691,368.13	\$68,568,624.96
624. Instructional Supplies-----	367,527.30	132,199.58	499,726.88
625. Salaries: Supervisors-----	463,987.20	223,183.29	687,170.49
Total Instructional Service-----	\$49,708,771.33	\$20,046,751.00	\$69,755,522.33
<b>63. Operation of Plant:</b>			
631. Wages: Janitors-----	\$ 1,718,224.61	\$ 337,096.47	\$ 2,055,321.08
632. Fuel-----	937,616.60	271,555.71	1,209,172.31
633. Water, Light, Power-----	334,043.99	76,043.18	410,087.17
634. Janitors' Supplies-----	208,409.06	72,619.22	281,028.28
635. Telephone-----	22,166.71	4,154.37	26,321.08
Total Operation of Plant-----	\$ 3,220,460.97	\$ 761,468.95	\$ 3,981,929.92
<b>65. Fixed Charges:</b>			
653. Compensation: School Employees--\$	10,234.03	\$ 5,629.65	\$ 15,863.68
654. Reimbursement: Injured Pupils---	23,849.31	1,245.47	25,094.78
Total Fixed Charges-----	\$ 34,083.34	\$ 6,875.12	\$ 40,958.46
<b>66. Auxiliary Agencies:</b>			
661. Transportation of Pupils:			
1. Wages of Drivers-----	\$ 819,606.80	\$ 201,848.00	\$ 1,021,454.80
2. Gas, Oil, Grease-----	707,910.63	202,904.81	910,815.44
3. Salary: Mechanics-----	780,953.41	194,789.73	975,743.14
4a. Repair Parts, Batteries-----	599,361.39	161,259.69	760,621.08
4b. Tires and Tubes-----	234,546.31	57,080.78	291,627.09
4c. Insurance and License-----	6,064.53	1,419.47	7,484.00
4d. Garage Equipment-----	12,077.67	2,705.26	14,782.93
5. Contract Transportation-----	25,777.79	20,334.03	46,111.82
Sub-Total (1-5)-----	\$ 3,186,298.53	\$ 842,341.77	\$ 4,028,640.30
6. Major Replacements-----	1,308,017.81	339,834.96	1,647,852.77
7. Principals' Bus Travel-----	34,227.35	8,516.81	42,744.16
Total Transportation-----	\$ 4,528,543.69	\$ 1,190,693.54	\$ 5,719,237.23
662. School Libraries-----	247,249.28	78,420.35	325,669.63
664. Child Health Program-----	376,908.35	143,968.09	520,876.44
Total Auxiliary Agencies-----	\$ 5,152,701.32	\$ 1,413,081.98	\$ 6,565,783.30
Total Paid Out By			
Administrative Units-----	\$59,802,085.74	\$22,228,177.05	\$82,030,262.79
<b>B. State Aid Paid Direct:</b>			
Printing-----			\$ 3,766.10
Total Support of Public Schools-----			\$82,034,028.89

## II

## THE INSTRUCTIONAL PROGRAM

## Elementary Schools

The first eight years of the North Carolina twelve-year program constitute the elementary school. Approximately 80 per cent of the total enrollment in the public schools is in these elementary grades, 711,804 in 1949-50. The number of teachers, principals, and supervisors employed in these schools in 1949-50 was 21,399. Although the enrollment and teacher assignments in the elementary school are far greater than in the high school, there were only 736 elementary principals and supervisors against 907 high school principals and supervisors. This difference gives an indication of the number of union schools in the State with a total twelve-year program, and also indicates the existence within the State of several very small elementary schools.

The elementary curriculum in North Carolina is designed to provide for individual children, according to their needs and abilities, a balanced experience in reading, language, spelling, writing, arithmetic, social studies, health, physical education, art, music, and science. Through these subject areas children are given

Community orientation by a child-made map is a "natural" learning experience

Where We Live in Our Community



Second Grade Berea School





Learning about the home state through the use of a map helps fix the idea of location

opportunities to gain competence in the basic skills and to develop properly in the important areas of physical and emotional maturity and good citizenship. In adapting and modifying the curriculum to varying community needs, emphasis is directed to the necessity of planning a total program which promotes maximum child growth and development.

This curriculum is implemented by use of free textbooks. Library books, supplementary readers, maps and globes, art and construction supplies, music appreciation materials, and other instructional aids are also used in enriching the curriculum.

## High Schools

A study of the North Carolina schools has revealed that the central problems in improving the educational opportunities for North Carolina youth is the small size of most of the high schools. The curriculum offerings for a large part of the high schools are limited to the five academic fields: English, mathematics, social studies, science and foreign languages. Three-teacher high schools attempt to offer four units in each of these subject fields, except for foreign languages in which only two units are offered. Such a program has been designed primarily for the small groups which will go to college and probably accounts for the tremendous withdrawal of pupils for whom opportunities are inappropriate.

By careful planning, limited opportunities in home economics and agriculture or industrial arts are possible in four and five teacher high schools.

In high schools with six or more teachers, it becomes possible to vary the opportunities to suit the needs and abilities of a variety of students. The number of high schools with six or more teachers is increasing from year to year. In 1944-45 43 per cent of the schools had six or more teachers, whereas for the session 1949-50 there were 590 schools or 62 per cent with six or more teachers. However, the number of small high schools is still one of the greatest handicaps to the development of a satisfactory curriculum.

As is shown in the accompanying table the percentage of schools offering other than the five subjects mentioned above are as follows: Agriculture, 55; typewriting, 63; shorthand, 32; music, 15; industrial arts, 11; vocational shop and trades 6; art, 5; diversified occupations, 5; and distributive education, 2.

Only about half of the persons who enter high school graduate four years later. It has been found that the holding power of the larger high schools is greater than that of the smaller schools.

Publishing the school paper provides many learning experiences





Good learning experiences are offered in operating the school store

# NUMBER OF HIGH SCHOOLS BY NUMBER OF TEACHERS, 1949-50

Number Teachers & Principals	NUMBER SCHOOLS						
	County	WHITE City	Total	County	NEGRO City	Total	TOTAL
1-2 -----	20	1	21	22	2	24	45
3 -----	49	1	50	11	6	17	67
4 -----	66	2	68	29	7	36	104
5 -----	103	5	108	35	9	44	152
1-5 -----	238	9	247	97	24	121	368
6 -----	96	1	97	22	7	29	126
7-11 -----	248	24	272	43	13	56	328
12-16 -----	36	18	54	4	12	16	70
Above 16 --	7	46	53	2	11	13	66
6 and above_	387	89	476	71	43	114	590
Total ----	625	98	723	168	67	235	958

# NUMBER OF HIGH SCHOOL STUDENTS TAKING VARIOUS SUBJECTS 1949-50

(From High School Principal's Annual Reports)

SUBJECTS (Grades 9-12)	WHITE		NEGRO		TOTAL	
	No. Schools	No. Students	No. Schools	No. Students	No. Schools	No. Students
English:						
English I -----	716	46,416	228	15,668	944	62,084
English II -----	702	37,221	224	11,966	926	49,187
English III -----	690	30,041	219	9,046	909	39,087
English IV -----	689	26,153	212	4,834	901	30,987
Dramatics -----	61	1,514	14	644	75	2,158
Speech -----	43	838	14	537	57	1,375
Journalism -----	66	1,623	11	397	77	2,020
Spelling -----	45	3,862	16	1,305	61	5,167
Advanced Dramatics -----	1	15	0	0	1	15
Stagecraft -----	1	28	0	0	1	28
Radio -----	1	106	0	0	1	106
Shakespeare -----	1	23	0	0	1	23
Remedial Reading and English -----	3	345	0	0	3	345
Advanced Composition and Grammar -----	5	65	0	0	5	65
Current Literature -----	1	28	0	0	1	28
Library Science -----	14	378	2	38	16	416
Mathematics:						
General Mathematics -----	529	28,133	215	13,735	744	41,868
Algebra I -----	663	33,702	203	10,191	866	43,893
Algebra II -----	402	14,020	89	3,209	491	17,229
Plane Geometry -----	496	10,768	142	3,633	638	14,401
Solid Geometry -----	38	574	0	0	38	574
Trigonometry -----	40	818	0	0	40	818
Advanced Algebra -----	27	602	0	0	27	602
Basic Mathematics -----	2	18	0	0	2	18
Arithmetic -----	5	209	0	0	5	209
Shop Mathematics -----	2	36	0	0	2	36
Survey, Practical Fusion -----	5	109	0	0	5	109
Social Studies:						
Citizenship -----	546	29,603	195	12,311	741	41,914
World History -----	407	14,827	137	6,130	544	20,957
U. S. History -----	627	29,194	197	8,214	824	37,408
Economics -----	425	10,090	141	3,716	566	13,806
Sociology -----	426	10,120	136	3,404	562	13,524
Problems -----	38	1,005	36	946	74	1,951
Geography -----	174	4,151	103	1,478	277	5,629
Ancient History -----	9	227	20	761	29	988
Modern History -----	13	365	8	196	21	561
N. C. History -----	0	0	2	129	2	129
Negro History -----	0	0	4	284	4	284
Family Life & Human Relations -----	17	495	0	0	17	495
Social Problems -----	1	28	0	0	1	28
Government -----	11	706	0	0	11	706
Consumer Economics -----	4	229	0	0	4	229
Latin American History -----	1	32	0	0	1	32
Current History -----	1	24	0	0	1	24
Occupations -----	7	139	0	0	7	139
Guidance -----	8	275	11	384	19	659
Science:						
General Science -----	526	23,807	177	9,542	703	33,349
Biology -----	683	36,504	210	11,271	893	47,775
Chemistry -----	325	7,716	156	5,397	481	13,113
Physics -----	264	4,667	87	2,342	351	7,009
Advanced Biology & Physiology -----	2	114	0	0	2	114
Physical Science, Senior Science -----	2	63	0	0	2	63
Current Science -----	1	27	0	0	1	27
Photography -----	1	17	1	7	2	24
Health and Safety:						
Health -----	643	41,589	151	10,775	794	52,364



# NUMBER OF HIGH SCHOOL STUDENTS TAKING VARIOUS SUBJECTS 1949-50

(From High School Principal's Annual Reports)

SUBJECTS (Grades 9-12)	WHITE		NEGRO		TOTAL	
	No. Schools	No. Students	No. Schools	No. Students	No. Schools	No. Students
Safety -----	9	227	12	523	21	750
Driver Education -----	35	1,176	0	0	35	1,176
First Aid -----	2	38	0	0	2	38
Physical Education: -----	664	54,984	101	8,591	765	63,575
Art: -----	37	1,551	13	1,298	50	2,849
Music:						
Vocal -----	26	1,328	59	3,879	85	5,207
Glee Club, Chorus, Choir, etc. -----	139	9,347	0	0	139	9,347
Band -----	98	5,024	31	1,611	129	6,635
Orchestra -----	12	428	0	0	12	428
Instrumental -----	10	156	0	0	10	156
Harmony & Theory -----	3	37	0	0	3	37
Music Appreciation -----	2	23	0	0	2	23
Vocational and Prevocational:						
Agriculture I -----	423	8,323	102	2,684	525	11,007
Agriculture II -----	406	5,948	101	1,873	507	7,821
Agriculture III & IV -----	399	6,230	85	1,402	484	7,632
Home Economics I -----	618	19,542	171	7,316	789	26,858
Home Economics II -----	601	14,671	169	5,094	770	19,765
Home Economics III & IV -----	383	5,702	123	3,092	506	8,794
Home Economics for Boys -----	5	107	0	0	5	107
Foods and Nutrition -----	2	79	0	0	2	79
Home Nursing -----	2	59	0	0	2	59
Home Beautification -----	1	6	0	0	1	6
Clothing -----	1	119	0	0	1	119
Personal Regimen -----	1	36	0	0	1	36
Industrial Arts -----	73	4,202	28	1,531	101	5,733
Mechanical Drawing, Drafting -----	30	1,476	0	0	30	1,476
Vocational Shop & Trades Sheet Metal, Electricity -----	39	991	16	569	55	1,560
Textiles, Weaving -----	2	29	0	0	2	29
Diversified Occupations -----	30	741	15	430	45	1,171
Distributive Education -----	22	552	0	0	22	552
Printing -----	5	159	0	0	5	159
Radio -----	2	32	0	0	2	32
Commercial Drawing -----	1	35	0	0	1	35
Brick Masonry -----	0	0	13	332	13	332
Building Trades -----	0	0	2	79	2	79
Auto Mechanics -----	0	0	6	139	6	139
Shoe Repairing -----	0	0	1	59	1	59
Plumbing -----	0	0	1	12	1	12
Painting -----	0	0	2	36	2	36
Carpentry -----	0	0	4	114	4	114
Woodwork -----	0	0	3	81	3	81
Sheet Metal -----	0	0	3	50	3	50
Machine Shop -----	0	0	2	82	2	82
Business Education:						
General Business -----	194	7,164	31	997	225	8,161
Typewriting I -----	539	21,775	68	2,095	607	23,870
Typewriting II -----	418	8,978	39	856	457	9,834
Business Arithmetic -----	124	4,014	23	640	147	4,654
Elementary Bookkeeping -----	297	7,219	8	263	205	7,479
Advanced Bookkeeping -----	19	256	1	30	20	286
Shorthand I -----	283	5,015	21	372	304	5,387
Shorthand II -----	90	1,115	9	151	99	1,266
Business English -----	20	646	1	6	21	652
Salesmanship -----	8	308	0	0	8	308
Business Law -----	24	622	4	126	28	748
Business Geography -----	6	108	1	5	7	113
Secretarial Practice -----	19	249	0	0	19	249
Office & Clerical Practice -----	12	289	3	52	15	341
Business Machines -----	7	197	0	0	7	197
Business Principles -----						

## NUMBER OF HIGH SCHOOL STUDENTS TAKING VARIOUS SUBJECTS

1949-50

(From High School Principal's Annual Reports)

SUBJECTS (Grades 9-12)	WHITE		NEGRO		TOTAL	
	No. Schools	No. Students	No. Schools	No. Students	No. Schools	No. Students
and Practices -----	4	152	0	0	4	152
Retail Merchandising -----	3	67	0	0	3	67
Personal Typing -----	3	191	0	0	3	191
Personal Shorthand -----	1	9	0	0	1	9
Job Training -----	1	28	0	0	1	28
Foreign Language:						
French I -----	471	8,120	173	5,172	644	13,292
French II -----	454	5,356	162	3,528	616	8,884
Latin I -----	144	4,622	12	526	156	5,148
Latin II -----	112	2,968	13	346	125	3,314
Latin III -----	2	46	0	0	2	46
Latin IV -----	4	51	0	0	4	51
Spanish I -----	89	2,838	7	294	96	3,132
Spanish II -----	81	1,685	4	56	85	1,741
Spanish III -----	1	12	0	0	1	12
Other Subjects:						
Psychology -----	6	396	0	0	6	396
Bible -----	53	3,162	6	296	59	3,458
R.O.T.C. -----	1	282	0	0	1	282
Audio-Visual -----	1	16	0	0	1	16

## ENROLLMENTS BY GRADES — 1949-50

GRADE	WHITE		NEGRO		TOTAL	
	No. Schools	No. Students	No. Schools	No. Students	No. Schools	No. Students
Ninth -----	---	48,255	---	16,301	---	64,556
Tenth -----	---	38,688	---	12,298	---	50,986
Eleventh -----	---	30,720	---	8,966	---	39,686
Twelfth -----	---	26,630	---	6,875	---	33,505
Fifth Year -----	---	---	---	20	---	20
Total -----	725	144,293	228	44,460	953	188,753

For some years an attempt has been made to emphasize the courses in agriculture and homemaking, particularly in the rural schools. In recent years there has been considerable growth in the number of courses offered in trade and industrial education and distributive education. Because of the emphasis given to such courses, special reports are added on these subjects.

### Agricultural Education

The course of study for agricultural pupils is planned so as to give them a well-rounded education. The whole work is based on the idea of finding out the needs of the people who live in the community and then teaching the things that will help to meet these needs. The fundamental principle is the getting of an education for life on the farm.

Agricultural instruction attempts to give the pupil the fundamental principles underlying farming in a given community and to show how such principles may be put into practice to secure



Vocational agriculture student exhibits his Grand Champion steer

the best results. The pupil studies the growing, cultivation, harvesting and selling of crops; the selection, breeding, feeding, care, management and marketing of livestock; the production of fruit; the soil; crop rotation; how to handle machinery and to do the ordinary repair and construction jobs that arise on the farm; how to avoid or control injurious insects or diseases; and the keeping of farm accounts and records. The studies are related to life on the farm, the community being the pupil's laboratory.

Realizing that a pupil must know the "how" as well as the "why" of farming, each pupil is required to do some kind of practical work either on his home farm or the school farm which enables him to put into practice the principles learned through instruction. For example, a boy may be making a study of crops. Then he will be asked to be responsible for the growing, harvesting and marketing of some particular crop or crops. He keeps accurate records of his transactions and at the end of the year he is able to tell how much he made or lost on the crop. Thus definite and practical instruction in agriculture and farm accounting are brought to the boy on his home farm.

The teacher of agriculture is on the job twelve months in the year. This means that a well-trained man, a graduate of an agricultural college, is in the community all the time. When school is not in session he spends his time supervising and helping the boys with their practical work, advising and assisting the farmers with their various farm problems and acting as a leader in any movement for the good of the community.

There are two student associations, one for whites and the other for Negroes, through which a large part of the agricultural program is made real and vital.

The North Carolina Association of Future Farmers of America, the white student organization, was formed in 1928 with 80 chapters having a total membership of 2,804. This association has grown year by year, except during World War II, until there were in 1949-50 a total of 423 chapters having 18,667 members.

The North Carolina Association of New Farmers of America, an organization of Negro farm boys studying vocational agriculture in the public schools of the State, had its beginning during the school year 1926-27. There were 26 local chapters with a total membership of 639 the first year. Now, 1949-50, there are 105 chapters having a total actual membership of 4,443.

Principal objectives of these associations include training in leadership and character development, sportsmanship, cooperation, service, thrift, scholarship, improved agriculture, organized recreation, citizenship, and participation.

Among other activities, members learn the principles of modern farming and American citizenship through active participation

Many a farm boy learns equipment repairing in the home farm shop





in how to conduct and take part in public meetings, to speak in public, to buy and sell cooperatively, to solve their own problems, to finance themselves, and to assume civic responsibility.

The following table shows the growth of this program from its inception in 1918-19 to the present:

EXPANSION OF VOCATIONAL AGRICULTURAL PROGRAM					
Year	Number of Schools	All-Day Enrollment	Evening Class Enrollment	Total Enrollment	Financial Returns on Supervised Projects
1918-19	29	323	-----	323	\$ 41,480.85
1919-20	44	721	-----	721	59,741.64
1924-25	105	2,943	2,350	5,293	600,477.03
1929-30	154	5,300	5,220	10,520	1,407,642.23
1934-35	276	11,177	7,700	18,877	1,936,357.01
1939-40	403	18,621	13,626	32,247	2,077,233.77
1944-45	398	12,572	7,908	20,480	1,660,431.87
1945-46	427	13,430	12,917	26,347	1,635,763.33
1946-47	471	693	5,788	22,481	2,996,281.97
1947-48	481	19,636	8,264	27,900	3,795,149.29
1948-49	496	19,985	5,748	25,733	3,659,791.00
1949-50	538	21,756	8,339	30,095	2,993,941.47

The financial burden of teaching agriculture is a partnership affair between Federal, State and local governments. Amounts provided from each of these sources for certain years indicated are presented below:

EXPENDITURES FOR VOCATIONAL AGRICULTURE (Not including Teacher Training)				
Year	Local	State	Federal	Total
1925-26	\$ 75,741.39	\$ 46,427.68	\$122,168.53	\$ 244,337.60
1929-30	167,444.71	63,106.15	141,802.56	372,353.42
1934-35	136,166.34	39,773.82	173,994.21	349,934.37
1939-40	224,264.45	129,706.33	328,136.65	682,107.43
1944-45	281,877.59	231,172.36	334,508.17	847,558.12
1945-46	326,293.51	351,311.15	340,879.91	1,018,484.57
1946-47	372,969.51	437,589.48	340,879.91	1,151,438.90
1947-48	486,910.15	568,727.76	477,795.08	1,533,432.99
1948-49	561,969.83	745,738.85	477,795.08	1,785,503.76
1949-50	649,631.33	851,853.31	447,808.68	1,949,313.32

Veterans construct hog house under supervision of instructor



## **Veterans Farmer Training Program**

The Veterans Farmer Training Program is provided for Veterans of World War II who have had as much as 90 days active service and who are now operating farms on a self-proprietorship basis as owners, leasors, or renters.

Farm training for this group is made possible by a special contract between the Veterans Administration and the State Board of Education. The Program is financed by tuition paid by the Veterans Administration to the State Board of Education on a cost basis. The State Board of Education, through the State Department of Public Instruction, is responsible for the operation, administration, and supervision of the program in cooperation with the local administrative units. The training is offered only in high schools having vocational agriculture departments and the local teacher of agriculture is responsible for the supervision of the program in the local community. The regular teacher of agriculture must have one assistant teacher for each 18 to 20 veterans enrolled.

The length of the training program for each veteran enrolled is from one to four years, depending on: (1) Length of entitlement granted the veteran by the Veterans Administration; (2) Past experience and training; (3) Progress made in training and farming.

Instruction is based on the type of farming most profitable in the area and the skill needed in carrying out the individual farm plans. Farm management, farm mechanics, crop and livestock production, and soil conservation are the main units of instruction given.

**SOME ACCOMPLISHMENTS OF VETERANS ENROLLED IN THE  
INSTITUTIONAL-ON-FARM TRAINING FOR THE YEAR 1950.**

<i>Practices</i>	<i>Number</i>	<i>Number of Veterans Participating</i>
Acquired Purebred or High Grade Dairy Cows.....	16,418	9,981
Acquired Purebred or High Grade Beef Animals....	8,695	3,198
Bred Cows to Purebred Bulls (Beef and Dairy Cows).....	11,287	4,782
Acquired Purebred Breeding Hogs.....	16,917	9,778
Bred Sows to Purebred Boars.....	22,516	10,008
Improved Pastures Seeded.....	61,403A	13,824
Established Recommended Crop Rotations.....	245,763A	12,399
Painted Farm Buildings.....	5,245	3,730
Installed Electricity in Farm Buildings.....	4,740	4,352
Installed Sanitary Water Supply.....	9,478	9,478
Installed Running Water in Home.....	2,578	2,578
Trainees Who Changed From Tenants to Owners	2,091	2,091
Prepared Complete Soil Conservation Farm Plan	4,847	4,847

**NORTH CAROLINA VETERANS FARMER TRAINING PROGRAM, 1949-50**

ENROLLMENT—Monthly Average .....27,814

**EXPENDITURES:**

**A. Administrative**

Salaries .....	\$100,446.12
Supplies .....	5,470.72
Postage, Tel. Etc. ....	3,029.20
Travel .....	15,093.74
Printing .....	5,041.74
Retirement .....	4,342.00

Total .....\$133,423.52

**B. Instructional**

Salaries—Supervisors and Instructors—

Local Level .....	4,524,944.13
Travel—Supervisors .....	132,326.49
Travel—Instructors .....	712,494.27
Supplies .....	483,581.62
Books .....	276,402.39
Depreciation & Maintenance .....	417,207.50

Total ..... 6,546,956.40

Grand Total .....\$6,680,379.92



Food conservation is important today in homemaking classes

## Homemaking Education

Homemaking education in the high schools of North Carolina attempts to prepare the individual for effective home living. The areas included in the curriculum are food and nutrition, clothing, family economics, housing, health, family relations and child development. Emphasis is given throughout the instructional program on health, relationships, management of resources—time, energy and money, creating and appreciating beauty, democratic ways of working together, as well as the mechanics of house-keeping.

Recognition is given to the fact that satisfying family living is essential to the well being of every individual and that there is no substitute for happy, understanding family relationships. This, in truth, is the very core of the homemaking program—helping pupils to understand better their personal development and their contribution toward happy, wholesome family life today as the background for well adjusted happy families of tomorrow. It is important that they know that “Home is what you make it . . . Home is life, strength, comfort, love, achievement, honor. Or it is heartbreak, weakness, misery, failure, and shame; or it is any one of the many things that lie between these two extremes. Pupils are helped to understand that the home can provide an atmosphere in which the individual may develop a feeling of adequacy which will enable him to cope with the problems of daily living and grow increasingly independent in solving these problems to the satisfaction of herself as well as others.



To supplement class instruction, the teacher through home visiting and supervision of home projects guides the pupil in selecting, planning and carrying through additional learning experiences in some area of homemaking in which she feels the need of additional training. This provides the tie between in-school and out-of-school activities and responsibilities which are necessary for effective learning.

The two homemaking student organizations, Future Homemakers of America (white) and New Homemakers of America (Negro), are affiliated with the national organization. The purposes of both organizations are similar: to promote wholesome development of youth, better home living, democratic ways of working together for common good, and greater appreciation for home and family life.

The activities of both organizations are varied—raising funds for worthy projects; home, school and roadside beautification; sharing with less fortunate families both here and abroad; camping and entertaining members of opposite sex and parents. Through their efforts hundreds of dollars worth of equipment have been added to homemaking departments to make them more attractive and functional.

There are approximately 875 homemaking departments in the white and Negro high schools in the State. Four hundred and thirty-six of these are reimbursed from State and Federal funds.

The following table shows the growth of the vocational homemaking program over a period of years:

FHA'ers learn crafts at camp



## GROWTH IN VOCATIONAL HOME ECONOMICS EDUCATION

Year	Teachers	Enrollment	Evening Number	Classes Enrollment
1918-19	3	100	--	---
1919-20	23	814	20	323
1924-25	140	5,552	334	3,925
1929-30	231	10,216	271	3,501
1934-35*	87	5,283	355	6,761
1939-40	289	20,981	302	4,718
1944-45	406	29,162	139	2,334
1945-46	417	28,371	105	1,904
1946-47	412	26,428	132	4,890
1947-48	410	27,738	146	3,757
1948-49	410	28,678	**	3,662
1949-50	436	32,203	223	3,046

\*Beginning this year the figures concern only departments financed in part by Federal funds.

\*\*Not listed.

Like the program of agricultural education, homemaking courses are financed through the expenditure of Federal, State and local funds. A tabulation of such expenditures follows:

## SALARIES AND TRAVEL OF VOCATIONAL HOME ECONOMICS TEACHERS (George-Deen Act.)

Year	Federal	State	Local	Total
1925-26-----	\$ 12,629.35	\$ 68,003.65	\$ 57,839.65	\$ 138,472.65
1929-30-----	19,538.28	54,963.45	151,500.20	226,001.93
1934-35-----	52,703.09	13,677.18	40,192.79	106,573.06
1939-40-----	168,231.74	64,773.27	116,116.41	349,121.42
1944-45-----	174,148.73	249,660.74	211,685.18	635,494.65
1945-46-----	174,148.73	335,457.90	249,877.48	759,484.11
1946-47-----	174,148.73	366,820.84	265,647.26	806,616.83
1947-48*	231,402.97	485,016.13	338,855.17	1,055,274.27
1948-49*	231,402.97	614,705.33	394,122.47	1,240,230.77
1949-50*	231,402.97	758,983.20	460,026.54	1,450,412.71

\*George-Barden Act.

These boys learn aeroplane engine mechanics in a trades class



## Trade and Industrial Education

Trade and Industrial Education includes:

*I. Evening Trade Extension Classes*—For adults employed. In these classes workers may get technical instruction to help them in the work they are doing in order to keep up with new developments in the industries and to prepare them for promotion, if and when an opportunity comes their way.

*II. Part-time Classes*—For those finishing school and entering trade or industries. Diversified Occupations, for boys and girls entering industry instead of college, is the finest service the Trade and Industrial Program has to offer. This type of instruction uses the industries in the community as laboratories. The student has an opportunity, therefore, to earn while he learns under most favorable conditions, since he gets assistance from both school and industry to find his place and make good.

*III. Day Trade Classes*—These are offered in the larger high schools where equipment for the most skilled trades is available. This work is given to boys in the high school who are sixteen years of age or older, and who can profit by instruction which will prepare them to enter advantageously into the skilled trades. Half the school day is given to shop instruction and half is given to regular academic subjects. Such trades as auto mechanics, bricklaying, carpentry, cosmetology, drafting, electrical trades, furniture manufacturing, machinist, plumbing, printing, tailoring, and textiles are offered.

### GROWTH OF TRADE AND INDUSTRIAL EDUCATION

<i>Year</i>	<i>Number of Classes</i>	<i>Enrollment</i>
1918-19	5	128
1919-20	73	806
1924-25	259	3,892
1929-30	384	5,887
1934-35	509	7,908
1939-40	714	11,582
1944-45	401	7,836
1945-46	386	7,350
1946-47	463	8,660
1947-48	388	7,763
1948-49	325	8,297
1949-50	359	9,026



Student learns to use acetylene cutting torch in welding course

This program is also jointly financed from Federal, State and local funds. The following tables gives these expenditures for certain years:

EXPENDITURES FOR TRADE AND INDUSTRIAL EDUCATION				
(Excluding Teacher Training)				
Year	Federal	State	Local	Total
1925-26-----	\$ 27,494.55	\$ 13,330.28	\$ 14,164.44	\$ 54,989.27
1929-30-----	30,859.81	14,439.43	16,420.42	61,719.66
1934-35-----	38,256.16	12,244.93	27,498.65	77,999.74
1939-40-----	99,466.25	22,112.46	52,657.03	174,235.74
1944-45-----	112,149.56	60,784.29	52,951.27	225,885.12
1945-46-----	112,276.64	91,160.06	71,116.69	274,553.39
1946-47-----	113,163.30	116,389.23	78,026.70	307,579.23
1947-48-----	137,520.12	122,828.11	113,619.17	373,967.40
1948-49-----	137,520.12	192,212.18	136,090.79	465,823.09
1949-50-----	137,520.12	216,705.54	149,442.89	503,668.55

## Distributive Education

Distributive education provides vocational training for those entering and for those already engaged in some field of distribution. The field of distribution includes retail and wholesale businesses as well as services. Distributive education serves both the individual and our economy. The purposes of distributive education are to:

1. Fit young citizens to become self-supporting, efficient members of their own community by providing specialized train-





Work in advertising is one phase of training for becoming a buyer for a department store

ing preparatory to entering retail or wholesale occupations.

2. Up-grade adult distributive workers through educational programs designed to make them more efficient.
3. Help to strengthen our economy by increasing the efficiency of our distribution system in terms of reduced cost and better service to consumers.
4. Promote full employment by selling the increasing volume of products of the farm and factory to the ultimate consumers.

Distributive education is designed to serve the following specific groups:

1. The regularly enrolled high school boy or girl over sixteen years of age.
2. Part-time workers in distributive occupations.
3. Full-time employees in distributive occupations.
4. Managers and supervisors of retail, wholesale and service establishments.

*Cooperative Program in Distributive Education.* In the high school program juniors and seniors who wish to make a career in some distributive business are enrolled in the cooperative part-

time program. Under the guidance of a trained teacher-coordinator, they are given vocational training which is closely correlated with work experience in various distributive businesses in the community. Although the number of pupils trained through this program is relatively small, most of them have been successful in full-time jobs after graduation. Many of them have been promoted to junior executive jobs in retailing before or soon after graduation from high school.

The following table shows the growth of this program:

COOPERATIVE PART-TIME VOCATIONAL TRAINING			
<i>Year</i>	<i>No. Classes</i>	<i>No. Persons</i>	<i>Earnings</i>
1939-40	1	26	\$ .....
1940-41	7	182	.....
1941-42	15	318	56,108.93
1942-43	16	356	79,300.35
1943-44	14	254	68,006.61
1944-45	15	267	74,640.81
1945-46	13	241	88,942.74
1946-47	15	330	139,909.34
1947-48	21	483	175,978.25
1948-49	21	557	224,226.42
1949-50	25	661	274,184.99

Beautiful books are enjoyed by boys and girls



Distributive education students have formed clubs for stimulating their particular work and for providing leadership training and opportunities for social activities.

*Extension Program.* This phase of the distributive education program is provided for workers in various fields of distribution, such as the restaurant and hotel group, department stores, apparel stores, food stores and drug stores. A long range educational program has been formulated which outlines a series of sequential courses for (1) managers, (2) supervisors, (3) selling employees, and (4) non-selling employees.

The following table gives statistics on this activity:

#### IN SERVICE TRAINING FOR ADULTS

<i>Year</i>	<i>No. Classes</i>	<i>No. Persons</i>
1939-40	116	2,327
1940-41	181	3,482
1941-42	239	5,333
1942-43*	240	5,000
1943-44	170	4,470
1944-45	122	2,281
1945-46	250	5,038
1946-47	178	4,962
1947-48	171	6,861
1948-49	240	6,779
1949-50	242	5,545

\*Estimated.

This program, too, is financed by Federal, State and local funds as shown by the following figures:

#### EXPENDITURES FOR DISTRIBUTIVE OCCUPATIONS

<i>Year</i>	<i>Federal</i>	<i>State</i>	<i>Local</i>	<i>Total</i>
1939-40-----	\$ 6,412.45	\$ 2,730.38	\$ 1,686.67	\$ 10,829.50
1940-41-----	17,424.08	5,881.50	4,095.51	27,401.09
1941-42-----	30,562.86	11,134.84	5,890.32	47,588.02
1942-43-----	29,165.47	13,371.97	6,951.08	49,488.52
1943-44-----	21,783.09	16,333.87	5,920.50	44,037.46
1944-45-----	20,366.96	17,293.23	7,734.93	45,395.12
1945-46-----	30,435.49	24,098.93	7,471.84	62,007.26
1946-47-----	30,727.86	31,260.44	9,267.66	71,255.96
1947-48-----	43,593.66	31,391.23	15,799.33	90,784.22
1948-49-----	43,593.66	44,791.34	19,628.05	108,013.05
1949-50-----	43,593.66	56,928.68	31,502.33	132,024.67



Counseling is the key to effective guidance services

## **GUIDANCE SERVICES**

Some of the functions and purposes of the State guidance service are:

1. To prepare and distribute special bulletins dealing with plans, courses of study, and literature on studies, investigations, and surveys in the field of occupational information and guidance.
2. To aid in initiating a guidance program in schools previously doing little work in this field.
3. To assist in evaluating the program in schools already doing considerable guidance work, and to offer suggestions for expansion.
4. To meet upon invitation with educational or civic groups for the purpose of discussing general problems and phases of guidance.
5. To cooperate with other agencies interested in the broad aspects of various youth problems, such as the State and National Vocational Guidance Association, civic clubs, employer



and labor groups, the Occupational Information and Guidance Service in the U. S. Office of Education and the North Carolina Education Association.

6. To promote the training of teacher-counselors in occupational information and guidance, and to advise with teacher trainers on all matters pertaining to the improvement of the program in the State.
7. To conduct, in cooperation with local authorities, group conferences for the purpose of improving local programs of guidance.
8. To answer by correspondence requests from schools and other interested agencies for sources of occupational and guidance information.

The important areas of a guidance program are: (1) an individual inventory, (2) a study of local, regional and national occupational information, (3) an exploration of additional and further training opportunities, (4) counseling, (5) placement and (6) follow-up of all school-leavers. A guidance program should also reveal facts which point to needed changes in the curriculum.

A review of reports from the high schools of the State for the school year 1949-50 reveals the following facts regarding guidance activities:

The teacher guides the pupils in "Reading With a Purpose"





The library corner fosters the love for books and magazines

GUIDANCE ACTIVITIES							
	COUNTY				CITY		TOTAL
	White	Negro	Total		White	Negro	
No. high schools reporting -----	617	151	768	98	65	163	931
No. reporting counselors -----	369	75	434	83	45	128	562
Percentage -----	58	50	57	85	69	79	60
No. counselors -----	527	125	652	140	75	215	867
Counselors with scheduled time -----	491	123	614	128	72	200	814

## SCHOOL LIBRARIES

School libraries continue to grow in number, size, and usefulness. The philosophy of library service is rapidly changing to include not only books but also audio-visual materials, thus making the libraries real material centers. It has been the librarian's responsibility to locate needed films, recordings, filmstrips and like material, but now many libraries are housing and organizing this information, thus resulting in a closer integrated program of library service and a more enriched curriculum.

VOLUMES AND VALUE						
Year	WHITE			NEGRO		
	Volumes	Value	Value Per Pupil in A. D. A.	Volumes	Value	Value Per Pupil in A. D. A.
1929-30	1,113,250	940,009	\$1.93	104,830	\$ 86,831	\$ .47
1934-35	1,454,060	1,156,423	2.16	182,775	126,014	1.05
1939-40	1,842,058	1,630,541	2.91	321,125	241,053	1.05
1944-45	2,690,066	2,726,391	5.42	507,867	493,926	2.34
1945-46	2,823,426	3,002,781	5.92	538,050	554,300	2.62
1946-47	2,946,695	3,269,956	6.27	569,867	600,601	2.82
1947-48	3,119,989	3,600,082	6.76	609,183	659,335	3.02
1948-49	3,255,691	3,797,659	6.96	635,744	717,468	3.20
1949-50	3,370,227	4,106,494	7.27	657,683	790,408	3.39

Expenditures for libraries are derived from local funds, county or school funds, State school fund for maintenance and from rental fees collected by the Textbook Division. National standards recommend an annual expenditure of \$1.50 per pupil for keeping the library collection up-to-date and in order. The State average is one-half of this recommended amount. Expenditures continue to increase, with the result that more adequate library collections are made available to our boys and girls.

## EXPENDITURES FOR LIBRARIES

	Nine		All Funds	
Year	Months Fund	Textbook Fund	Maintenance	New Books
1931-32*	\$ 25,308.69	\$ -----	\$ 63,882.17	\$ 27,555.55
1935-36	24,108.74		58,701.11	57,946.76
1939-40	47,503.71	***4,180.12	95,603.44	87,380.92
1944-45**	118,521.69	127,446.80	191,967.90	119,779.41
1945-46	116,656.22	122,917.94	194,316.06	144,971.64
1946-47	163,923.93	178,891.70	257,761.80	170,253.83
1947-48	168,728.90	125,845.10	265,623.15	148,644.39
1948-49	194,019.08	126,717.32	299,056.97	176,131.26
1949-50	325,669.63	118,844.74	456,489.63	201,583.59

\*State eight-month school fund.

\*\*Second year of State nine-month school fund.

\*\*\*Only elementary schools participated.

The child's health is an important factor in his learning ability







The school lunch offers a splendid opportunity for teaching good habits

## SCHOOL LUNCH PROGRAM

The State School Lunch Program was officially set up as part of the State Department of Public Instruction in August, 1943. Since its organization, the program in North Carolina has progressed very rapidly, and is fast developing into a well rounded, many faceted program.

During the seven years of operation, 1943 to 1950, the number of schools operating on the reimbursement program has increased steadily each year from 549 the first year to 1,422 in 1949-50. In addition to the schools receiving reimbursement, there were about 150 lunchrooms operated without Federal aid. Approximately half of the schools in the State have lunchroom facilities.

An analysis of school lunch reports shows there has been a steady increase in the number of lunches served to school children—from 10,967,459 in 1943-44 to 47,879,054 in 1949-50. The accompanying table shows the growth in various aspects of the program.

Principals and teachers are working to improve food habits, to promote better nutrition, and to use the lunchroom as a laboratory for teaching. Much effort has been made to correlate the regular classroom teaching with activities in the lunchroom.



## ANALYSIS SCHOOL LUNCH REPORTS

## 1. Schools Approved for Operation:

			Total	PER CENT	
	White	Negro		White	Negro
1943-44	479	70	548	87.25	12.75
1944-45	769	146	915	84.04	15.96
1945-46	875	140	1015	86.21	13.79
1946-47	1024	200	1224	83.66	16.34
1947-48	1065	222	1287	82.75	17.25
1948-49	1125	243	1368	82.24	17.76
1949-50	1141	281	1422	80.23	19.76

## 2. Cash Income from Program:

	Sale of		USDA		Total
	Lunches		Reimbursements	Other	
1943-44	\$	*	\$ 760,636.20	\$	\$ 760,636.20
1944-45			2,389,447.18	34,021.07	4,678,875.55
1945-46			3,389,727.08	194,630.30	6,392,534.35
1946-47			5,564,036.08	82,237.70	8,872,691.65
1947-48			6,374,402.71	114,322.41	9,122,666.62
1948-49			7,664,677.22	89,545.96	10,425,726.18
1949-50			8,409,231.49	78,298.38	11,365,395.44

## 3. Expenditures:

	Food		Labor		Total
	\$		\$		
1943-44*					
1944-45					
1945-46					
1946-47					
1947-48					
1948-49					
1949-50					

## 4. Value of Donated Goods and Services:

1943-44*	\$	
1944-45		118,756.85
1945-46		42,401.77
1946-47		45,144.34
1947-48		248,257.94
1948-49		302,547.83
1949-50		289,042.96

## 5. Administrative Expenditures:

1943-44	\$10,432.00
1944-45	19,714.00
1945-46	30,948.90
1946-47	44,409.00
1947-48	61,130.00
1948-49	69,012.00
1949-50	81,260.00

## 6. Luncheon Served:

	**Type A	Type B	Type C	Type A-WOM	Type B-WOM	Total
1943-44	6,662,462	154,714	804,965	3,123,558	221,760	10,967,459
1944-45	19,090,490	51,726	819,604	5,612,551	42,456	25,616,827
1945-46	29,223,550	613	611,479	5,825,874	4,865	35,666,381
1946-47	31,314,090	23,574	1,076,350	5,606,793	60,529	38,081,336
1947-48	30,468,303	16,708	1,384,857	4,603,346	10,686	36,483,900
1948-49	37,503,940	16,268	2,317,299	4,158,285	11,030	44,006,822
1949-50	41,712,233	17,543	3,179,802	2,966,549	2,927	47,879,054

## 7. Percentage Each Type Lunch Served and Free Lunches:

	Type A	Type B	Type C	Type A-WOM	Type B-WOM	No. Free *	Pct. Free *
1943-44	60.75	1.41	7.34	28.48	2.02		
1944-45	74.52	.20	3.20	21.91	.17	2,137,621	8.35
1945-46	81.94	.00	1.71	16.34	.01	2,526,312	7.08
1946-47	82.23	.06	2.83	14.72	.16	2,446,040	6.42
1947-48	83.51	.04	3.80	12.62	.03	2,218,872	6.08
1948-49	85.22	.04	5.27	9.45	.02	3,097,540	7.04
1949-50	87.12	.03	6.64	6.19	---	3,436,543	7.17

\*Data not available. \*\*Type A lunch consists of the following foods:  $\frac{1}{2}$  pt. milk; 2 oz. of meat, poultry, fish or cheese; or 1 egg or  $\frac{1}{2}$  cup beans or peas or  $\frac{1}{4}$  tsp. peanut butter;  $\frac{3}{4}$  cup veg. or fruit or both; bread or muffins; 2 tsp. butter or mar. Type B lunch provides  $\frac{2}{3}$  as much as Type A. Type C is  $\frac{1}{2}$  pt. of milk. WOM is without milk.

## SCHOOL HEALTH

The health of the school children of the State is a concern of many agencies, organizations and individuals. Successful programs of school health are to a great degree dependent upon the extent to which such agencies cooperate.

For a number of years the State Department of Public Instruction and the State Board of Health have worked together on school health programs in a limited unofficial way.

In 1939, with the establishment of the School Health Coordinating Service, cooperation between these two State agencies became official. This joint division was created with the financial assistance of the Rockefeller Foundation. Emphasis during the first eight years of operation was placed upon an in-service education program for local school personnel in the areas of health instruction, teacher screening, healthful school living (environmental sanitation and physical education. This work was largely of a demonstration sort, confined to from three to five counties each year. During this period consultant services to schools and health departments were offered by other divisions of the State Board of Health and the State Department of Public Instruction, the representatives of the two departments operating more or less independently of the other.

Beginning September 1, 1947, the policies governing the work of the School Health Coordinating Service were changed to include

Physical education activities under supervision of the teacher contribute to child growth and development





Teachers get preparation for teaching driver education

the entire State in the promotion of four school health areas:

1. Health and safety instruction in the public schools.
2. Better health facilities.
3. A more extended health service program.
4. Physical education in grades 1-12.

An appropriation of \$550,000 annually was made by the General Assembly of 1949 to the State Board of Education to aid county and city school administrative units in the implementation of the State-wide school health program. Appropriations to the State Board of Health were also increased, thus enabling the allocation of more funds to local health departments for school health work.

Progress made in the school health program during recent years can be observed, but cannot always be stated in measurable terms. In the matter of finding and correcting defects of children much can be noted. Reports indicate that thousands of chronic remediable defects of children have been found and corrected. School health funds have been used where parents were unable to pay for such services. Then, too, parents able to pay have been persuaded to seek and pay for medical services which their children needed.

Expenditures from the \$550,000 appropriated by the Legislature to the State Board of Education for the year 1949-50 were as follows:

Salaries:	Health Educators .....	\$ 25,809.20
	Nurses .....	55,540.54
	Physicians .....	8,399.22
	Technicians .....	10,111.91
Travel:	Health Educators .....	3,156.23
	Nurses .....	12,682.59
	Physicians .....	251.10
	Technicians .....	1,981.76
Clinic Fees .....		46,554.57
Correction of Defects .....		272,033.07
Supplies .....		25,078.04
Equipment .....		55,983.11
In-Service Training .....		3,295.10
Total .....		<u>\$520,876.44</u>

## SPECIAL EDUCATION

The General Assembly of 1947 provided for the creation of a Division of Special Education in the State Department of Public Instruction and authorized the State Board of Education to provide funds out of the regular appropriation for the support of the nine months school term for a program of special education.

The Division of Special Education was established October 1, 1948, by the appointment of a director. As specified in the law creating this division (Sec. 115-31.11), its purpose is "for the promotion, operation, and supervision of special courses of instruction for handicapped, crippled, and other classes of individuals requiring special type instruction." "A handicapped individual," also defined by law, "shall be deemed to include any person with a physical or mental handicap." The State Board which was given the authority "to adopt plans for equitable reimbursement of school districts for costs in carrying out the purpose of" the law, has clarified the definition of "handicapped" to mean "any educable child or youth between the ages of six and twenty-one years, inclusive, having a physical and/or mental disability which makes regular school room activities impractical or impossible, and children having need for special educational facilities."





Education of the physically handicapped is provided for by State law

The State Board is authorized to provide funds for the employment of teachers and for the purchase of any special equipment, appliances and other aides for use in special education classes.

At its very inception, the division was faced with the problem of educating those children who were convalescing in hospitals following the poliomyelitis epidemic of 1948. A survey of those hospitals revealed that there were 182 children between the ages of 6 and 21. The Board authorized the establishment of school centers in the four hospitals where these children were confined—Asheville, Charlotte, Greensboro, and Monroe—and allotted teachers to these centers, two each to Asheville and Charlotte, three to Greensboro, and four to Monroe.

These instructional units functioned as continuation schools, taking up where the regular schools left off and carrying the child along while he was getting well physically. Children were given the opportunity to progress as rapidly as possible and were promoted as they completed work assignments for their respective grades. Following their discharge from the hospital, they were readmitted to the regular school, if sufficiently recovered, or taken care of under the home bound phase of the special education program.

The table accompanying this discussion indicates the scope of the special education program for the past two years, 1949-50 and 1950-51.

Handicapped children have been divided into six areas—speech

defective, slow learning, crippled, cerebral palsy, visually handicapped, and hard of hearing.

As this table shows, there were 2,161 pupils enrolled in special classes in 1949-50. These classes were taught by 54 teachers, 25 allotted by the State and 29 paid from local funds.

Special education classes are considered as a part of the regular school program. The daily schedules and curricula are made in keeping with the general elementary and secondary school programs of the unit in which conducted wherever the children's physical and educational safety and progress are not endangered. Special classes are provided for those children having handicaps needing special attention, as speech defects, etc.

I. SUMMARY—SPECIAL EDUCATIONAL PROGRAM, 1949-50

AREA	PUPILS	TEACHERS
Speech Defective .....	840	7
Slow Learning .....	1120	35
Crippled .....	114	3
Cerebral Palsy .....	21	2
Visually handicapped .....	52	4
Hard of hearing .....	14	1
TOTALS .....	2162	54

Appreciation of plants and soil are developed by gardening



## RESOURCE-USE EDUCATION PROGRAM

In 1945 a Resource-Use Education Commission was appointed by the Governor of representatives of fifty State resource agencies, educational institutions, and professional, scientific and educational organizations. An Executive Committee of eight was elected with the State Superintendent of Public Instruction serving as chairman. An administrative staff was appointed in February, 1947. A grant-in-aid from the General Education Board sustained a major portion of the budget for the program.

The program has been designed to increase the emphasis on the conservation and development of the natural, social and human resources in schools and communities. It has assisted in channeling more of the scientific information into local programs of action, teacher education, and individual schools by bringing resource specialists, educational leaders and laymen together in planning and developing means for the improvement of living and the enrichment of school programs.

English, history, science, social studies, mathematics, agriculture, homemaking, and health teachers, and others all have a contribution to make in this program. Courses of study are usually de-

Construction is an important phase of science teaching





signed to assist them in reaching the objective. Frequently, however, they are bogged down with the mechanics of teaching the subject and lose the emphasis needed to make the information applicable to the important problems of individuals, communities, and nations.

Resource-use, therefore, becomes an emphasis which strengthens our educational objective; at the same time it enriches our teaching with pertinent, interesting, colorful, and dynamic subject matter. Frequently these are lost when the information must be closeted in national texts. This places a premium on such resourceful teaching techniques as films, observations, field excursions, demonstrations, community surveys, experiments, group discussions with resource people, and local sources of materials, reports, and facts.

Classroom and school projects which are problems-centered around important needs of people and communities then become the focal point around which texts, references, films, and trips can be centered. Children learn to work in smaller groups, leadership emerges, interest is heightened by a spirit of research, and the scientific method becomes a reality and an important tool for learning.

### **Resource-Use Workshops**

Numerous colleges in the State have helped to train teachers in resource-use education since the inauguration of the program, mostly through summer workshops, although several have added regular pre-service courses.

These colleges held workshops in 1949-50:

Appalachian State Teachers College—Boone

Catawba College—Salisbury

East Carolina College—Greenville

Elizabeth City State Teachers College—Elizabeth City

North Carolina College—Durham

Western Carolina Teachers College—Cullowhee

Woman's College, U. N. C.—Greensboro

Over six hundred teachers were enrolled in Resource-Use Workshops.

### **City and County Workshops**

Approximately three thousand teachers participated in city and county resource-use workshops in 1949-50. Special emphasis was placed on the development of local teaching materials and



the use of community resources in teaching. Panel discussions on the problems and opportunities in each area were held with the county agent, the local health officer, the county soil conservationist and the county or district forester, participating.

Thirty counties and eight cities held workshops during this two-year period.

### **Preparation of Audio-Visual Materials**

A series of thirteen radio programs, called *The Silent Siren*, were prepared by seven State agencies on the resources and resource problems of North Carolina. Eighty-seven radio stations carried the series. The programs were given to cities and counties with appropriate equipment to use them. Fifty other sets were produced for sale on 12-inch records at a regular speed.

A film called *Tar Heel Family* was also produced by the same seven agencies, the N. C. Departments of Public Instruction, Agriculture, Labor, and Conservation and Development, the State Boards of Health and Public Welfare, and the N. C. Wildlife Commission. The color-sound film is 24 minutes long and is available to the schools through these agencies. Many units have purchase both the records and the films.

### **Annual Summer Conference**

Three-day conferences have been held in 1949-50 at the University of North Carolina, where emphasis was placed on such things as outdoor education, group dynamics, schoolground development, water conservation, power development, audio-visual education and summaries of school projects and programs.

### **Outdoor Education Program**

A special committee of fifty representatives was appointed to assist the Resource-Use Education Commission in stimulating and guiding a program of outdoor education, including school camping. One city system (Salisbury) has served as a pilot center in initiating school camping with special camps for sixth and eighth graders and one for biology students and one for teachers.

East Carolina College has undertaken college training in this field as regular part of its curriculum.

## JUNIOR COLLEGES

North Carolina has 25 junior colleges—21 private and four public.

The four public institutions are Asheville-Biltmore, Charlotte and Wilmington for white students and Carver for Negroes. No State funds are provided for the operation of these institutions, each being supported financially from local funds.

Statistics for recent years show enrollments in these institutions were as follows:

	1946-47	1947-48	1948-49	1949-50
Asheville-Biltmore .....	243	302	256	287
Charlotte .....	-----	-----	-----	269
Wilmington .....	-----	140	210	293
	-----	-----	-----	-----
Total White .....	243	442	466	849
Carver-Negro .....	-----	-----	-----	54
	-----	-----	-----	-----
Total .....	243	442	466	903

In addition to these junior colleges, off-campus centers were operated in three instances: Woman's College sponsored a center at Burnsville which enrolled 77 students in 1949-50 and another at Greensboro with an enrollment of 58. Fayetteville State Teachers College sponsored a center for Negroes at Wilmington which enrolled 31 students in 1949-50.

## REHABILITATION SERVICES

Any resident of North Carolina sixteen years of age or over who is physically or mentally disabled, whether congenital or acquired by accident, injury or disease, and who is totally or partially incapacitated for remunerative employment is eligible for rehabilitation services.

The eligible client, in order to be feasible of rehabilitation, must have or be able to attain: Physical ability enough to work; mentality and education sufficient to learn and hold a job; adequate emotional stability and willingness to work; and aptitude to attain a marketable skill or service. Each client is given a general medical examination, and an examination by a recognized specialist if indicated. The key to all rehabilitation work is the recognition of one cardinal principal, namely: very few jobs require all human

faculties. Therefore, it is a problem of fitting the abilities of the individual to the requirements of a job. It is a problem of placing a man according to his abilities—not rejecting him because of his disabilities.

Services are provided for:

1. Vocational re-establishment of persons with employment experience who become vocationally handicapped as a result of a permanent physical and/or mental disability; or
2. The establishment in remunerative occupations of persons without employment experience who are disabled, and whose normal opportunity for employment is materially affected by reason of such a disability; or
3. The retention in suitable employment of disabled persons who are or may reasonably be expected to become vocational handicapped in such employment.

The services which may be provided are:

1. Medical examination in every case to determine the extent of disability, to discover possible hidden, or "secondary," disabilities, to determine work capacity, and to help determine eligibility—at no cost to the individual.

Training and employment of the physically disabled sixteen years of age or over is the central purpose of the rehabilitation program



2. Individual counsel and guidance in every case to help the disabled person to select and attain the right job objective—at no cost to the individual.
3. Medical, surgical, psychiatric, and hospital care, as needed, to remove or reduce the disability—public funds may be used to meet these costs to the extent that the disabled person is unable to pay for them from his own funds.
4. Artificial appliances such as limbs, hearing aids, trusses, braces, eye glasses, and the like, to increase work ability—these also may be paid for from public funds to the degree that the individual cannot meet the cost.
5. Training for the right job in schools, colleges, or universities, on-the-job, in-the-plant, by tutor, through correspondence courses, or otherwise, to enable the individual to do the right job well—at no cost to the disabled person.
6. Maintenance and transportation for the disabled person, if necessary, while he or she is undergoing treatment or training—these expenses may be met from public funds, depending on the person's financial inability to take care of them.
7. Occupational tools, equipment, and licenses, as necessary, to give the disabled person a fair start—these may be paid for from public funds to the extent that the person is unable to do so.
8. Placement on the right job, one within the disabled person's physical or mental capacities and one for which he has been thoroughly prepared—at no cost to the individual.
9. Follow-up after placement to make sure the rehabilitated worker and his employer are satisfied with one another—at no cost to either party.

The services are not necessarily provided in the order listed above. Several may be given at the same time. Some disabled men and women may require the full range of services; others may need only one or two. In every instance, the services are provided in accordance with careful analysis of the individual's needs and all are directed toward a suitable job goal.

The fundamental services of counseling, guidance, training and placement are available to every client. The equally basic service of furnishing training supplies, placement equipment, occupational licenses, transportation, maintenance, prosthetic devices, and physical restoration are available on an economic needs evaluation.

When a person has been given a part or all of the above services



to the end that he has a permanent job with a self-supporting wage, his case is closed as rehabilitated. 2,626 persons were closed rehabilitated in 1950 at an average cost of \$316.68 per person. It is evident that it cost less to rehabilitate a person for life than it does to maintain him at public expense for 12 months.

Following are two tables, the first showing growth in rehabilitation services and the second, expenditures for such services for certain selected years:

GROWTH IN VOCATIONAL REHABILITATION SERVICES									
Year	No. Rehabilitated					Open Cases at End of Year			
	Total	With Physical Restoration	With Training	All Others	Total	Eligible and Feasible	Under-going Physical Restoration	In Training	Awaiting Placement
1921-22----	18	----	7	11	153	63	----	46	44
1924-25----	94	----	61	33	617	274	----	135	208
1929-30----	72	----	54	18	715	129	----	197	389
1934-35----	230	----	158	72	946	530	----	324	92
1939-40----	486	----	374	112	2122	*1602	----	441	79
1944-45----	1865	544	323	998	1849	796	358	477	218
1945-46----	2031	809	441	781	1896	765	434	486	211
1946-47----	1902	1111	294	497	3262	1422	890	525	425
1947-48----	2412	1658	370	384	3494	1463	982	591	458
1948-49----	2259	1413	402	444	3636	1300	1114	546	676
1949-50----	2625	1690	388	547	2502	297	1077	534	594

\*Includes cases interviewed.

#### EXPENDITURES FOR VOCATIONAL REHABILITATION SERVICES

Year	Local	State	Federal	Total	Av. Case Cost
1925-26----	\$ 1,736.88	\$ 26,161.74	\$ 16,225.69	\$ 44,124.31	\$459.63
1929-30----	1,958.86	33,011.00	19,971.28	54,941.14	763.07
1934-35----	13,823.67	23,961.65	29,673.63	67,458.95	293.30
1939-40----	16,493.08	51,159.82	62,797.75	130,450.65	268.42
1944-45----	10,617.59	91,389.37	269,881.71	371,888.67	199.40
1945-46----	12,059.68	135,512.69	293,513.37	441,085.74	217.18
1946-47----	12,232.99	241,829.80	411,593.24	665,656.03	349.98
1947-48----	14,307.92	271,260.28	499,811.66	785,379.86	325.61
1948-49----	15,682.41	285,402.48	518,840.30	819,925.19	362.96
1949-50----	23,194.98	305,139.40	502,959.98	831,294.36	316.68

### III

## RECOMMENDATIONS

When I first took office, October 24, 1934, it will be recalled that the second year of the eight-months term program supported in the main from State funds was in operation. For the support of the schools that year an appropriation of \$16,000,000 was made by the General Assembly of 1933. This sum plus \$3,254,098 from other sources was the total amount expended for the operation of the public schools during 1934-35. Since that year each subsequent General Assembly has further increased the appropriation for the State-supported school term.

These annual appropriations for the support of the regular term, for vocational education and for the purchase of school buses are as follows:

<i>Year</i>	<i>Regular Term</i>	<i>Vocational Education</i>	<i>**Buses</i>
1935-36	\$20,031,000	\$ 146,000	\$-----
1936-37	20,900,000	160,000	-----
1937-38	24,396,367	264,200	-----
1938-39	24,986,160	264,200	-----
1939-40	25,941,313	325,000	-----
1940-41	27,000,000	350,000	-----
1941-42	28,158,324	600,000	-----
1942-43	29,454,233	710,000	-----
1943-44*	37,062,874	919,055	650,000
1944-45	38,140,941	919,055	650,000
1945-46	41,360,374	1,112,026	1,338,764
1946-47	41,997,738	1,257,427	960,000
1947-48	58,955,724	1,523,763	2,109,500
1948-49	60,412,957	1,523,763	1,740,000
1949-50	82,273,494	2,431,902	2,040,000
1950-51	83,520,899	2,470,685	2,215,000

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\*Nine-month's term begins. \*\*Included in Regular Term until 1943-44.

In addition to this increase in State funds for the support of public schools, the following other improvements in child opportunities have been provided during this period:

1. A rental system of textbooks was inaugurated in 1935-36. Basal books for use in grades 1-7 were made free in 1937-38. This provision was extended to grade 8 in 1945-46. The rental plan was continued for grades 9-12.

2. A State retirement system was inaugurated in 1941. This system, one of the best State systems of the nation, covers all State employees including public school personnel.

3. Provision was made also in 1941 for the change-over from an eleven-grade system to twelve grades to begin in 1942-43. This program is now in full operation.

4. In 1943-44 State support was extended to a nine months school term.

5. The 1945 General Assembly raised the upper limit of the compulsory attendance age from 14 years to 16 years.

6. In 1942 the people voted favorably upon an amendment to

the Constitution which provided for one State administrative agency, the State Board of Education, to replace the ex-officio State Board of Education, the State Board for Vocational Education, the State Textbook Commission, the State School Commission and the State Board of Commercial Education.

7. With the biennial increase in funds the salaries of teachers, white and Negro, have been equalized, and greatly increased. The average teacher's salary has increased from \$561.29 in 1934-35 to \$2,561.27 in 1949-50. Recognition has also been given by the State salary schedule to one year of training beyond college graduation.

8. A school lunch program was inaugurated in 1943-44 with the participation of 549 schools. This program now includes approximately 1422 schools.

9. The 1947 General Assembly provided for the creation of a Division of Special Education for handicapped children. Since the beginning of services in this field in 1948, on an experimental basis, this program has grown to the extent of providing educational opportunities in 1949-50 to 2,161 pupils. This program is designed to meet the special needs of educable children who have some mental or physical handicap.

10. The \$50,000,000 School Plant Construction, Repair, and Improvement Program is making possible the erection and improvement of many additional buildings, classrooms, and other facilities needed to house the increasing school enrollment and the expanding school program. This grant of State funds for capital outlay purposes marked the beginning of a new venture in State support in public education. The results have been highly gratifying. The State appropriation stimulated local units to extend their building programs through local bond issues. Consolidation of small schools has moved forward. Educational surveys in local units have quickened public interests in better educational opportunities. New and modern structures, conducive to better teaching, are being erected in accordance with the best thinking in school design and architecture.

These are simply a few of the highlights of progress in public education since 1934. Sections I and II of this Report indicate in more detail this improvement. I have recited these specific advancements as a preview to the following recommendations which I am submitting in the further improvement of educational opportunity for the youth of this State.

These recommendations are all based on the assumption that

they are essential to the proper education of the child. Fundamentally, each of these suggestions is also predicated upon the need of more money with which to meet the educational needs of our children.

## 1. Teacher Welfare.

*Shortage.* White children are still being taught by fewer teachers with college training than some years ago. In 1941-42 93.8 per cent of (State-allotted) white teachers had four or more years of college education. This percentage dropped to 82.33 in 1947-48. In 1949-50 the percentage showed a slight increase up to 86.83. Stated in another way, in 1941-42 there were 1,022 white teachers with less than four years of college education; in 1947-48 the number increased to 2,809; and in 1949-50 there were 2,756 such teachers out of a total of 20,926. This educational deficiency does not exist to this extent among Negro teachers. The scholarship index of Negro teachers has consistently risen through the years. In 1949-50 only 238 of the 7,941 Negro teachers employed had less than four years of college education.

County units employ a larger percentage of less qualified teachers. In 1940-41, 90.3 per cent of the white teachers in county units had four or more years of college education. This percentage dropped to 75.5 in 1947-48. In 1949-50 this percentage increased to 83.3. In the city units, on the other hand, 97.1 per cent of the white teachers had four or more years of college education in 1940-41. In 1947-48 this percentage dropped to 95.1. In 1949-50 the percentage was 96.4.

There is also a shortage of men teachers in the public schools. Except for the recent war period, when only 7.5 per cent of North Carolina teachers were men, there has been a consistent downward trend in the per cent of men teachers in the white schools. A few selected years show these percentages to be: 1904-05, 36.6 pr cent; 1914-15, 21.8 per cent; 1924-25, 16.3 per cent; 1935-36, 14.4 per cent; 1944-45, 7.5 per cent; 1946-47, 10.6 per cent; 1949-50, 15.1 per cent.

North Carolina superintendents report an annual need for 1,515 new elementary and 1,000 new high school white teachers. In addition to the replacements of this annual need, there is also the need for more new teachers to decrease the teaching load.

*Supply.* The enrollment in the colleges of the State is at the peak, which is approximately 50 per cent above that of 1940-41.



The teacher output for the elementary schools, however, is substantially less than it was in 1940-41. In 1940-41 the senior colleges for white students graduated 647 elementary teachers. These same colleges graduated only 257 elementary teachers in 1947-48. In 1949-50 the output was 253 elementary teachers. The teacher situation will continue to grow worse until there is substantial increase in the output of teachers for the elementary schools.

In order to improve our present teacher situation and thus also improve the quality of instruction, especially in the elementary schools, I am making the following suggestions:

(1) *Additional Teachers.* There is a great need for more teaching positions. Presently employed teachers have far too many children for adequate instruction. The basis for allotting teachers should be reduced to 30 pupils in average daily attendance as soon as possible. In order to bring about this reduction additional funds will be necessary.

(2) *Sick Leave.* To protect the health of both teachers and principals, sick leave with pay should be authorized for teachers as is now the case for other State employees—ten days per year.

(3) *Payments.* Authorization should be granted to the State Board of Education to provide for the payment of all State-allotted teachers in ten equal monthly payments under such rules as the Board may prescribe.

(4) *Increase in Salaries.* Qualified teachers should receive adequate salaries. No single factor will do more to improve the schools and to supply them with well qualified teachers than adequate compensation. Teaching cannot become a profession until it becomes a life career for those who engage in it. It cannot become a life career until the compensation is adequate and on a par with other professions. And our children will not receive adequate instruction until we can secure an adequate supply of qualified teachers.

Therefore, we should raise the salaries of those who teach our children. For the beginning teacher holding a Class A Certificate the minimum should be \$2,400 with a maximum of \$3,600 for the teacher with 12 years experience. A maximum of \$3,900 should be set up for the teacher with a Graduate Certificate.

(5) *Housing.* In numbers of places it is difficult for teachers to find rooms and boarding places. This fact is a deterrent in the securing of good teachers in many of our rural districts. Where such conditions exist, consideration should be given by local authorities to the possibility of erecting teachers' homes. The cost

of constructing a teacherage could be liquidated over a period of years. And by the addition of such housing facilities, the teacher employment problem would be greatly improved, in my opinion.

(6) *Recruitment.* Along with consideration given to the above-named problems, there should be inaugurated a program of teacher selection, recruitment, and scholarships. Measures should be taken to increase the output from our colleges of elementary teachers. In order to encourage more of our boys and girls to enter the teaching profession, I believe that the State should set up a scholarship fund to aid worthy and promising young people to prepare themselves for teaching.

## **2. Attendance Workers.**

School attendance is compulsory for all children between the ages of seven and sixteen. Because there is no effective program of enforcing the law, however, many children who should be in school are not enrolled. Many other children enroll but absent themselves without reasonable excuses and thus aid in rendering not only their own instruction ineffective, but also affect adversely the work of children who attend school regularly.

At present 66 of the 171 administrative units have attendance workers paid from local funds. The remaining 105 units rely upon the welfare superintendent for attendance work. Since these officials have full-time jobs, their work in connection with school attendance is limited and meagre. Then, too, they work under the direction of the State Board of Public Welfare, and so naturally perform duties in connection with their field unless specifically requested to handle attendance cases in accordance with the law.

Attendance work and welfare work should be divorced, if each is to be done on a satisfactory basis. The 66 units that employ attendance workers have found this to be true. We need under school administration an adequate State-wide program of compulsory school enforcement. Attendance workers are needed for (a) taking and keeping up-to-date a continuous school census, (b) seeing that the school attendance law is observed, (c) reporting to other school units when children move, and (d) working with teachers, pupils, and parents to improve the enrollment, attendance, holding power, and pupil progress in the local school units.

For the employment of such workers the State Board of Education has requested a total of \$424,800 annually. A request for \$9,300 has been made for setting up an office on the State level to give direction to a State-wide program of school attendance.

I urge the General Assembly to provide the funds with which to inaugurate this program in order that greater instructional efficiency may be provided by the public schools.

### **3. Junior Colleges.**

The State does not operate any institutions on the junior college level. There are, however, two public-supported institutions of this kind now being operated—Asheville-Biltmore and Wilmington College.

I believe the time has come when we should give consideration to the establishment of several State-supported institutions on the junior college level. California has had a system of junior colleges for several years, and a number of other states provide this type of institution. The development of such a program in North Carolina would contribute balance to our system of public education. It would make it possible for parents to save on college expenses which are rising, since many students could remain at home and attend such an institution. The State would save in that fewer dormitories at State institutions would be needed. And many students not now receiving any college education would have the opportunity of obtaining the basic two years college training ordinarily offered in all senior colleges.

It is the business of public education to meet the needs for education whatever those needs may be. We have come to the time when we have to consider the need for greater educational facilities. I recommend, therefore, a study of this whole field and that the next General Assembly take such action as may be necessary and desirable.

### **4. Federal Aid.**

The question of Federal aid to the states for public education has been studied for many years. There is strong support for enactment of legislation that will provide such aid to the states. It appears to be the best solution of the problem now facing many states in financing their respective public school programs. The lack of sufficient funds with which to operate an educational program that will provide greater equality of educational opportunity affects the welfare of the Nation as a whole.

In order to help convince the members of Congress that Federal Aid is necessary, however, the leaders of this State should get behind the efforts of those now presenting the proposed program. I believe it would help if the members of the 1949 General As-

sembly would collectively and individually let our representatives in the present Congress know that they, too, are in favor of providing Federal funds for equalizing the educational opportunities in the public schools without Federal control.

### **5. Staff Additions.**

Finally, I wish to call attention to the need for additional personnel on the staff of the Department of Public Instruction.

I wish to request that funds be provided for the employment of additional State supervisors of music, attendance, science and mathematics, and for Negro elementary schools. The present staff of State supervisors is not adequate to render the various services they are called upon to give to the schools in these special fields. In this connection I might state that there are now employed in the field of vocational education, a program supported in part by Federal funds, a greater number of supervisory personnel than for the remainder of the public school system. The Federal government recognizes the importance and value of adequate State supervisors and has authorized the employment of trained persons to supervise this worthwhile program. Because of the lack of proper guidance and assistance in other fields of education, however, our elementary and secondary schools have not made as much progress as they might have made had this proper service been available.

There is also need in our Department for the employment of an additional specialist in the field of statistics and research. At the present time statistical research in the Department is done by one person. The increasing size of our educational structure, with the continuous demand for current data, necessitates an additional employee. Another service which our Department must assume is that of providing administrative and supervisory leadership in the field of audio-visual instruction. A great number of our schools are purchasing audio-visual equipment and experimenting with its use in their instructional programs. The values which can be attained in the wise-use of this equipment have been established in many of our states. There is need for the employment of a person who could give our schools guidance in the selection and the use of audio-visual aids to learning.







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